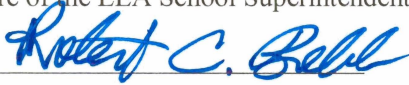



Attachment III

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Hutchinson Elementary School	Mailing Address: 5221 Montclair Street, Detroit MI, 48213-3432
School Building Code: 174	
School Building Contact for the School Improvement Grant	
Name: Stanley Johnson	
Position and Office: Principal	
Contact's Mailing Address: 5221 Montclair Street, Detroit MI, 48213-3432	
Telephone: (313) 852-9900	
Fax: (313) 852-9911	
Email address: stanley.johnson@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 22 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Over a three-year period, males performed consistently lower than females in meeting state proficiency standards. Last year, females scored 8% higher than males in reading and 5% higher than males in math. Both groups are performing below state averages. Major contributors to this gap are attendance, suspensions, excessive tardiness and other home issues. However, there is an insignificant gap in attendance between the males and females. We also have a population of students with disabilities performing below state average. Only 20% of these students were proficient in reading last year. Proficiency in math was only 31%.

Our school is centrally located in an area of vast impoverishment (91.7%) exacerbating educational standards. Most of the constituents of this community are experiencing limited health care, joblessness, high school dropout, limited math and reading skills, reliance on state subsidized incomes, with a higher than average incarceration, and diminished social and cultural exposure which have an overwhelming effect on our students and our efforts.

Overall, teachers must be trained in more effective ways of reaching at-risk students. This can be achieved through the use of differentiated instruction, data analysis, small group instruction, and individual learning plans.

Program/Process

Hutchinson staff completed a self-assessment this year, and will continue to complete one each year.

Looking at the rubric provided for the self-assessment, the staff made decisions as to where we are in regards to standards. Upon reviewing the self-assessment the targeted standards include:

- Provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership.
- Offers a curriculum that challenges each student to excel, reflect a commitment to equality and demonstrates an appreciation for diversity.
- Conducts a systematic analysis of instruction and organizational effectiveness and uses the results to improve student performance.
- Solicits that knowledge and skill of stakeholders to enhance the work of the school.

Perceptions

Parent Perception: Hutchinson parents participated in a survey to offer feedback about parent-teacher relations, staff, and child perceptions of our school.

- 95% of parents surveyed feel welcome at Hutchinson.
- 92% of parents surveyed find Hutchinson staff available when a problem arises.
- 92% of parents surveyed feel comfortable attending parent-teacher conferences.
- 85% of parents surveyed feel that parent meeting are worthwhile.
- 96% of parents surveyed indicated that their child's teacher is a positive role model, care about his/her feelings, and encourages their child to make decisions.
- 92% of parents surveyed stated that when their child has a problem, there is someone available to help them.

Staff Perception: Hutchinson staff was surveyed as to their work environment, perception of Administration, and their relationship with students.

- 87% of staff members enjoy working at Hutchinson, feel valued for their unique skills and talents, and stated that the staff is supportive of each other.
- 93% of staff members indicated that Hutchinson staff respect each other.
- 100% of staff members feel that Hutchinson Administration is accessible and open to new ideas.
- 93% of staff members stated that Hutchison Administration is visible in the building.
- 93% of staff members indicated that they feel comfortable at staff meetings and are not afraid to ask questions.
- 87% of staff members feel that their students are concerned if their teacher is absent.
- 100% of staff members said that students enjoy working with teachers

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 03	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	45.0%	69.0%	72.1%	48.7%	59.5%	79.1%	48.7%	23.8%	38.5%	54.8%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	55.6%	63.3%	72.7%	59.7%	57.1%	79.5%	59.7%	22.4%	46.8%	51.0%
Hispanic										
White										
Students with Disabilities	40.0%	25.0%	80.0%	40.0%	25.0%	60.0%	40.0%		40.0%	
Limited English Proficient										
Migrant Student										
Male	57.6%	60.0%	73.7%	56.3%	53.3%	68.4%	56.3%	23.3%	40.6%	50.0%
Female	53.3%	68.4%	72.0%	63.3%	63.2%	88.0%	63.3%	21.1%	53.3%	52.6%
Aggregate Scores	55.6%	63.3%	72.7%	59.7%	57.1%	79.5%	59.7%	22.4%	46.8%	51.0%

Grade 04	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	38.5%	76.2%	60.0%	55.3%	40.5%	48.9%	55.3%	16.7%	42.1%	33.3%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	38.6%	78.0%	60.9%	55.4%	46.0%	50.0%	55.4%	18.0%	39.3%	38.0%
Hispanic										
White										
Students with Disabilities		37.5%	66.7%		25.0%	16.7%				12.5%
Limited English Proficient										
Migrant Student										
Male	48.0%	76.9%	60.9%	41.7%	42.3%	43.5%	41.7%	19.2%	29.2%	34.6%
Female	31.3%	79.2%	60.9%	65.6%	50.0%	56.5%	65.6%	16.7%	46.9%	41.7%
Aggregate Scores	38.6%	78.0%	60.9%	55.4%	46.0%	50.0%	55.4%	18.0%	39.3%	38.0%

Grade 05	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	38.2%	45.2%	60.5%	44.1%	51.2%	52.6%	44.1%	38.1%	35.3%	46.3%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	40.4%	41.3%	61.5%	51.1%	51.1%	53.8%	51.1%	37.0%	40.4%	46.7%
Hispanic										
White										
Students with Disabilities		20.0%	25.0%	16.7%	20.0%		16.7%			20.0%
Limited English Proficient										
Migrant Student										
Male	48.1%	54.5%	63.2%	55.6%	38.1%	36.8%	55.6%	36.4%	44.4%	38.1%
Female	30.0%	29.2%	60.0%	45.0%	62.5%	70.0%	45.0%	37.5%	35.0%	54.2%
Aggregate Scores	40.4%	41.3%	61.5%	51.1%	51.1%	53.8%	51.1%	37.0%	40.4%	46.7%

Grade 06	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	30.3%	80.8%	68.4%	66.7%	61.5%	89.5%	66.7%	52.0%	72.7%	56.0%
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American	37.0%	71.9%	69.2%	69.6%	59.4%	89.7%	69.6%	46.7%	73.9%	53.3%
Hispanic										
White										
Students with Disabilities		50.0%	50.0%			100.0%				
Limited English Proficient										
Migrant Student										
Male	44.4%	75.0%	82.4%	61.1%	62.5%	94.1%	61.1%	35.7%	77.8%	50.0%
Female	32.1%	68.8%	59.1%	75.0%	56.3%	86.4%	75.0%	56.3%	71.4%	56.3%
Aggregate Scores	37.0%	71.9%	69.2%	69.6%	59.4%	89.7%	69.6%	46.7%	73.9%	53.3%

Grade 07	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged			40.0%			45.8%				
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black/African American			38.5%			44.0%				
Hispanic										
White										
Students with Disabilities										
Limited English Proficient										
Migrant Student										
Male			35.7%			38.5%				
Female			41.7%			50.0%				
Aggregate Scores			38.5%			44.0%				

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	2007-08		2008-09		2009-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	310	364	384	203	102	216	145	238	142						
American Indian/Alaskan Native															
Asian/Pacific Islander															
Black/African American	430	388	415	269	152	228	156	256	153						
Hispanic															
White	1	1	2	0	1	1	0	1	1						
Students with Disabilities	66	57	59	45	20	36	20	38	20						
Limited English Proficient															
Migrant Student															
Male	229	208	226	144	81	123	83	135	86						
Female	202	181	191	125	72	106	73	122	68						
Aggregate Scores	431	389	417	269	153	229	156	257	154						

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In *	Out*
Economically Disadvantages	383	238	142	NA	81	NA	0		
Race: Black	415	256	153	NA	78	NA	0		
White	2	1	1		3		0		
Disabilities	59	38	20	NA	NA	NA	0		
LEP	NA	NA	NA	NA	NA	NA	NA		
Homeless	NA	NA	NA	NA	NA	NA	NA		
Migrant	NA	NA	NA	NA	NA	NA	NA		
Gender	NA	NA	NA	NA	NA	NA	NA		
Male	226	135	86	NA	66	NA	0		
Female	191	122	68	NA	15	NA	0		
Totals	417	257	154	NA	81	NA	0		

Enrollment and Graduation Data – All Students year 2010-2011

Grade	# of Students	# Students enrolled in a Young 5's	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
PK	32	NA	NA	NA	0	NA	32
K	35	NA	NA	NA	0	NA	35
1	57	NA	NA	NA	9	NA	46
2	37	NA	NA	NA	9	NA	26
3	47	NA	NA	NA	2	NA	45
4	47	NA	NA	NA	2	NA	45
5	41	NA	NA	NA	1	NA	40
6	45	NA	NA	NA	3	NA	42
7	34	NA	NA	NA	0	NA	34
8	31	NA	NA	NA	NA	NA	NA

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
<p>Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at</p> <p>www.michigan.gov/schoolimprovement.</p> <p>Pre-Implementation funding- \$179,000</p>			

Description of federal, state and local programs and resources support the school improvement initiatives in your plan.

School wide component	Funding Sources	Programs-Support
Comprehensive Needs Assessment	-Detroit Public Schools, General Fund -Title I Funds	-School Improvement Process -Consultants
School Wide Reform Strategies	-Title I Funds -Section 31a Funds	-School Improvement Process -Improvement of Instruction -Core Content workshops and technological assistance. -Professional books and resources
Strategies to Attract Highly Qualified Teachers in Core Areas	-Detroit Public Schools, General Fund	-All staff are currently highly qualified. -positive school culture - performance incentives
High Quality and Ongoing Professional Development	-Detroit Public Schools, General Fund -Title I Funds -Pre-Implementation grant	-Common Assessments -Thinking Map training and consultant -technology training -Dibels, Burst, TRC Professional Development Training
Strategies to Increase Parental Involvement	-Detroit Public Schools, General Fund -Title I Parental Involvement	-Parents Workshops -Surveys -Books and Resources

	Funds	-Parent Bi-weekly LSCO Meetings
Transition Program	-Detroit Public Schools, General Fund	-Kindergarten Round Up -8 th grade Transition
Teacher Participation in Decision Making	-Title I Professional Development Funds	-District Core Content Meetings -Grade level Meetings -Common Assessments -Common Prep Schedule
Timely and Additional assistance to Students having difficulty mastering Standards	-Detroit Public Schools, General Fund -Title I Funds -Section 31a Funds	-After School Program (Extended Day) -Differentiated Instruction -Computer Technology Professional Development
Coordination and Integration of Federal, State, and Local Programs and Resources	-Detroit Public Schools, General Fund -Title I Funds Section 31a Funds	-Coordination of funds is organized at the central office and communicated to the buildings

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

Hutchinson Elementary became a Priority school for the 2010/2011 school year and will utilize the Transformation School Model. The staff, building leaders, and all stakeholders support this model. The leadership will be replaced and given operational flexibility over staffing, time, and budgeting to implement the plan. To implement this intervention model, Hutchinson will screen all existing staff. This allows the principal flexibility to implement the comprehensive reform initiative to substantially improve

student achievement. In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under “Priority Schools”, which includes Hutchinson School K-8, that allows for flexibility regarding seniority rules and enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School’s student population. Hutchinson will follow the district’s plan for recruiting and retaining highly qualified, dedicated and committed staff in carrying out our Transformation School Plan. This will be based upon a continuous improvement model comprised of the following key elements:

- Domain I. Planning and Executing Effective Instruction
- Domain II. Creating and Managing a Learning Environment
- Domain III. Maintaining a Professional Learning Community through Teacher Leadership

Hutchinson staff and its stakeholders agreed that changing the existing culture to a unified culture requires a commitment to developing a climate and culture focused on collaboration and to doing all that is needed to protect and increase instructional time and to dramatically, visibly and measurably raise student achievement. To ensure this, Hutchinson staff has committed to a series of change strategies to work with school leaders to develop a collaborative and achievement focused school climate. Change strategies to enable our improved school climate include:

- Providing an extended school day to increase learning time in order to support the academic growth of all students.
- Improving instruction through on-going and job-embedded professional learning that is focused on the implementation of research based instructional strategies proven to impact student learning.
- Using data as an integral part of instructional reform, both to inform instructional decisions and to guide instructional practices.
- Monitoring and measuring changes in professional practice through the continuous use of technology, classroom walkthroughs, reflective faculty discussions and development of data-informed action plans.
- Hutchinson will utilize the District’s evaluation process for teachers and principal’s that is also mentioned in the LEA.
- Engaging parents as meaningful partners in their children’s learning by providing workshops focused on supporting student achievement, as well as a parent academic room open during each school day to provide parents with extra support.
- Developing strategies for improving student absences through deep analysis of attendance patterns and trends, and the development of data-informed interventions to

increase attendance.

- Providing incentives for perfect attendance of our students by opening a token gift store.
- An automated machine that will notify parents of absences or tardiness, which will be purchased.

Instructional time is often lost due to suspensions, transience, and absences; therefore the staff agrees to commit to a set of practices that protect instructional time, regardless of the external threats, by:

- Setting clear expectations for students' behaviors from day one, including supporting a clearly defined, fully implemented and well-supported student behavior model that helps minimize disruptions to instructional time.
- Developing in-house suspensions so that suspended students are in school and engaged in completing class work provided by their teachers to prevent any significant loss of instructional time.
- Ensuring teachers follow district-pacing charts in each academic area so that high mobility students do not lose valuable time as they transition between and among schools.
- Monitoring paced instruction through observations, peer review and study groups and providing immediate feedback, both to correct instructional techniques where necessary and to point out positive results, with ongoing adjustments.
- Having an attendance officer in place.
- Having a clear and defined discipline policy in place that is presented to our parents and students at the beginning of the school year during parent orientation.

b. Explain the district and school's ability to support systemic change required by the model selected.

Hutchinson principal, leadership team and staff have already committed to implementing a range of processes and strategies that improve the school's culture and promote systemic change in teaching and learning. With the support of the District and Teachscape, our school's transformation partner, Hutchinson has the ability to make significant and sustained changes in teaching and learning. The District in collaboration with the Detroit Federation of Teachers negotiated a shared decision-making process as part of the collective bargaining agreement. Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for the school in order to fully and successfully implement the components of the school's reform model.

As part of the transformation model, Hutchinson staff was required to interview with the selection committee. Criteria for selection shall be determined by the Selection Committee. Interested candidates applied for assignment to Hutchinson and were selected via an interview by

the Selection Committee. The Selection Committee included the Chief Academic Officer (or designee), School Principal, Union President (or designee), and the DFT Labor Relations Administrator who represented Hutchinson. Candidates agreed to professional development, an extended school day and extended school year. The principal has the authority to remove any staff member who does not adhere to the agreed upon standards and/or whose performance does not foster student growth.

To reward staff members who advance their students' academic achievements, we will offer a monetary incentive or gift, extra preparation periods and flexible schedules. High achieving teachers will be given the opportunity to teach after school/extended day programs, summer school/extended year programs and chair special committees.

Additionally, to further the connection between academic achievement and school performance, a school based performance will be offered. Criteria and benchmarks for school-base performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, attaining and/or maintaining Adequate Yearly Progress and provisions identified by the No Child Left Behind.

No Hutchinson staff members were directly involved in creating the district evaluation plan, however, there were district representatives who were part of the plan design process for the teacher and principal evaluation.

There is a strong belief within the school community that all students can succeed. The number one role of the Transformation principal, therefore, is to promote, support and sustain dramatic, visible and measurable improvements in teaching and learning. To be successful, this must be rooted in expectations of excellence and a refusal to accept anything less. A leadership team consisting of teachers from multiple grade levels will use data to drive achievement-focused teaching, develop cultures that support effective teaching and learning, and sustain the improvements. Starting with the interviewing process for the transformation schools staff, the principal will build capacity for collaboration. In a collaborative effort, we will partner with Teachscape to create a job-embedded data driven culture of professional development. Hutchinson's staff will be prepared to apply research to decision-making, using strategies appropriate to the intended goal.

Based upon our high expectations and enhanced capacity, Hutchinson will build on existing effective structures and processes to support systemic change focused on ensuring effective instruction, promoting parent engagement, addressing the social/emotional needs of children, and providing job-embedded, data-informed professional learning that focuses on the use of data to inform change efforts, monitor implementation and assess impact. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

Instructional goals:

- Ensuring Effective Instruction for all Students:

Teachscape, our transformation partner, will make use of its extensive library of research-based and effective instructional practices videos, coaching support and data collection/analysis tools to guide and support the work of the instructional leaders and specialists. Sufficient time for achievement-focused instruction will be supported through instructional “blocks”, as mandated by the district: a solid 90 minute block of math instruction and a 120 minute block of language arts instructions. This reflects an increase of 30 minutes in math and 30 minutes of language arts instruction time each day. Data from state and district assessments determined the need for additional instructional time in these subjects. In addition to our regular schedule, we will provide an extended day program for strengthening and increasing academic achievement.

Yearly expectations for student achievement are communicated to the staff during professional development days, and weekly staff meetings. During staff and Instructional Leadership team meetings, staff will discuss data from MEAP, Bench-mark testing, district evaluations, teacher made tests, and Classroom Walk-Through (CWT) evaluations.

To ensure that improved instruction is effective for all students, aides will be assigned to help facilitate small group learning and differentiated instruction. Four highly qualified teachers will be hired to reduce class size in grades K-3 to ensure a strong knowledge base is achieved at the primary level. Two highly qualified teacher for literacy and math labs. One highly qualified person will be hired to staff our in-house suspension room. This will allow our students to continue their academic program by reducing classroom disruptions. One qualified instructor for our new media center. A full time social worker will be hired to meet the social and emotional needs of the student body. Two full-time build substitutes will be hired to cover leadership staff for walk-throughs and observations.

Absenteeism is a problem in our school. Poor attendance robs the students of necessary instruction for academic success. To address this issue, Hutchinson will work with an attendance officer. The attendance officer will work with both students and parents to increase attendance for at-risk children. We will also have in place, an automated machine that will call parents when their children are late or absent.

Teachscape online resources, coaching and tools will support the small group and differentiated approaches. Students with special needs will receive the help of an aide and a special education specialist in reading and mathematics to help with instruction and intervention; ensuring these youngsters are educated in the least restrictive environment. Instructional specialists and the administrator will review lesson plans weekly and lend support for improving instructional effectiveness where needed. Weekly staff meetings

will be held to discuss both progress and setbacks. Structures for these approaches are also partially in place.

Teachers in lower grades will work collaboratively to increase student academic skills in core areas. By collaborating relative to their interest and expertise, the teamed teachers will help ensure effective instruction in these core areas. Their instructional approaches will be supported through Teachscape library of effective literacy and mathematics practices, activities and research for the early childhood grades.

- Promoting Relevant Parent Engagement :

As a part of the Comprehensive Needs Assessment, Hutchinson recognizes the number of families hurting in the area because of job losses. Students are not exempt from family stress. Our school social worker is a viable member of our school. She assists with issues that the students and parents are dealing with on a daily basis. The existing capacity will be strengthened through many parent workshops and meetings.

- Addressing Social and Emotional Needs:

After school tutorials, focused on providing extra-curricular activities will be provided to help students handle their emotions by using their energy in a positive and productive atmosphere. Built on an existing suite of offerings, these will include: drama, art, Boy Scouts, Girl Scouts, choir, band, orchestra, sports, library night, game night, family computer night, Parent University, technology class, LSCO meetings, and open house.

Educational field trips will enhance students' experiences and foster cultural development. Field trips will help low income students make connections between community, family and culture, leading to higher involvement in the classroom. Field trips will also provide students with hands on experiences, enhancing science, mathematics, and reading. These trips will include, but not limited to, the following: Henry Ford Museum, Green Field Village, IMAX Theatre, Detroit Zoo, Walled Lake Outdoor Education Center, Star Base, The African American Museum, Detroit Historical Museum, Detroit Science Center, etc.

Structures for these are in place, and will be strengthened to support systemic changes.

- Staff evaluation:

Hutchinson and Detroit schools have developed a new evaluation process, pending union approval, for teachers and leaders that is based on the following criterion:

1. Professional standards that define effective teaching and leadership
2. Student achievement
3. Continuous improvement and accountability

The evaluation processes reflect the symbolic relationship between evaluation, professional development, and accountability.

- Providing Data-Informed and Job-Embedded Professional Learning:

While professional development will continue to be available at the District level, significant job-embedded opportunities, built upon existing structures, will also be provided. To support school-based learning, teachers in specific grade bands will have two common prep periods each week to support collaboration in grade level teams. During these provided periods, student work will be examined; instructional successes, failures and best practices will be shared and analyzed.

Structures provided through Teachscape, including panoramic video, lesson study and alignment relative to standards, will support the teacher's work. Session notes and attendance will be taken at each meeting and saved in a binder in the office by grade level. The school will function as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

Outside professional developments have been planned and/or attended and they include Macomb Intermediate School District and Wayne County RESA science workshops, Discovery Science and a Detroit Zoological Society professional development. These workshops were chosen based on MEAP science results and our staff's desire to infuse our instruction with new ideas in order to improve our students' scores. Workshops are also scheduled for training in the use of technology such as Smart Boards, Zangle Data Management System, and Learning Village. These trainings have been scheduled because it was determined that the increased use of technology is essential to greater efficiency and will translate into better student achievement.

Workshops are also being planned that will support technology, mathematic instruction, language arts reinforcement, science and social studies instructional techniques, differentiated instruction, and data interpretation. This professional development schedule was designed using our data to determine which areas needed the most bolstering and are in alignment with our School Improvement Plan. Additional professional development that is scheduled for our staff addresses the implementation of more efficient classroom management techniques, a series of seminars to improve communication and instructional delivery and workshops on how to better communicate with parents. These educational opportunities are being offered online, by the Detroit School District, by the State of Michigan, and nationally. We intentionally designed our Professional Development plan to include resources from around the country in an effort to gain a national perspective and more readily meet our diverse needs.

**See Attachment 3- Professional Development Schedule- page 67

In efforts to provide innovative changes in learning, the staff must address challenges that currently exist. It is our goal to secure adequate funding to provide our students with up to date learning environments with the appropriate technology for full implementation. Technology must be updated to include computers in classrooms as well. Hutchinson is in need of all technology such as smart boards, smart tables, laptops, media center desk top computers, document cameras, projectors, USB flash drives, SD cards, digital cameras, digital video cameras, laser printers/scanner, toner/ink, copy machine, etc.

A technology coach has been provided by the school district to support the implementation and utilization of this advanced technology. The Technology coach will work in collaboration with the Math and Literacy coaches to support Accelerated Reading and Math programs as well as all other technological needs.

This technology fits well with our differentiated and tiered learning approach, engaging students in all subject areas. Once technology has been provided, the staff will be trained on how to use them effectively. With all these things in place, Hutchinson will mount and sustain the systemic changes needed to drive dramatic and measurable improvement.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

Hutchinson's principal, leadership team and staff have committed to implementing a range of processes and strategies that improve the school's culture and promote systemic change in teaching and learning. With the support of the District and Teachscape, our school's transformation partner, Hutchinson has the ability to make significant and sustained changes in teaching and learning. Hutchinson engages in shared decision-making on its building processes and procedures. Shared decision-making allows the school leadership team to determine the work rules and working conditions that are required for the school in order to fully and successfully implement the components of the school's reform model.

As part of the transformation model, Hutchinson staff was required to interview with the selection committee. The criteria for selection were determined by the Selection Committee. Interested candidates applied for assignment to Hutchinson and were selected via an interview by the Selection Committee. The Selection Committee included the Chief Academic Officer (or designee), School Principal, Union President (or designee), and the DFT Labor Relations Administrator who represented Hutchinson. Candidates agreed to professional development, an extended school day and extended school year. The principal has the authority to remove any staff member who does not adhere to the agreed upon standards and/or whose performance does not foster student growth.

There is a strong belief within the school community that all students can succeed. The number one role of the Transformation Principal, therefore, is to promote, support and sustain dramatic, visible and measurable improvements in teaching and learning. To be successful, this

must be rooted in expectations of excellence and a refusal to accept anything less. A leadership team, consisting of multiple grade levels, will use data to drive achievement-focused teaching, develop cultures that support effective teaching and learning, and sustain the improvements. Starting with the interviewing process for the transformation school's staff, the principal will build capacity for collaboration. In a collaborative effort, we will partnership with Teachscape to create a job embedded culture of professional development. Hutchinson's staff will be prepared to apply research to decision-making and use strategies appropriate to the intended goal.

Based upon these high expectations and enhanced capacity, Hutchinson will build on existing effective structures and processes to support systemic change ensuring effective instruction, promoting parent engagement, addressing the social/emotional needs of children, and providing job-embedded and data-informed professional learning. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

Hutchinson School Staff support the identification, collection storage and generation of relevant data from different sources for comprehensive data-based decision making. Data4StudentSuccess, Teachscape qualitative and quantitative data through classroom walkthrough observations, and Michigan Department of Education website are documented data support processes for management of our school's data resources.

Hutchinson's curriculum is directly aligned and consistent with the district's and state's curriculum framework within and across grade levels and content areas. All instructional planning is focused upon student success. Utilizing the above support systems in connection with GLCE, The Learning Village, Pacing Guides, text scope and sequence, staff member teams collaborate daily/weekly to insure student success that allows students to derive meaning from their educational experiences.

In Year One of the three-year grant, Hutchinson in partnership with Teachscape will focus on collecting and analyzing instructional and achievement data, and using this to guide and inform instructional decisions. In Years Two and Three, we will expand this to a full Response to Intervention (RTI) approach in which assessment data, instructional data and classroom instruction are intentionally integrated to promote improved instruction. The tiered RTI approach is built upon a base of high quality core instruction (Tier 1), and, for students who are not successful with this approach, additional support, focused on research-based instruction and instructional materials will be provided to address the students' learning challenges. For the small group of students not successful with quality core instruction or the increased intensity of Tier 2 additional support, the school will offer intensive, individualized interventions. All three tiers will be guided by fidelity to the intervention, a deep understanding of student learning strengths and needs, and cultural responsiveness and sensitivity.

Based on our Academic Data Analysis, proficiency scores for reading were low in grades 4 (50%) and 5 (53.8%). Scores for writing were low in grades 3 (22.4%), 4 (18%), 5 (37%), and 6

(46.7%). ELA score were low in grades 3 (51%), 4 (38%), 5 (46.7%), 6 (53.3%) and 7 (44%). Math scores were low in grade 4 (60.9%), 5 (61.5%), and 7 (38.5%). Implementing the Response to Instruction (RTI) will increase the students' test scores, a minimum of 3% a year, through this Tiered approach of intervention.

Our math strategies include the use of thinking maps, differentiated instruction, accelerated math, and small group instruction/individualized learning time. Hutchinson increased the math instructional time from a 60 minute block to a 90 minute block. Our goal is that Hutchinson students will increase their MEAP scores in the area of Numbers and Operations by 5%. We will monitor student progress throughout the year through the use of curriculum chapter tests, Q2 tests, and common assessments.

Our reading strategies include the use of Thinking Maps, Differentiated Instruction, Accelerated Reading, and Guided Reading. Hutchinson increased our ELA block from 90 minutes to 120 minutes. Our goal at Hutchinson is that students will increase their MEAP scores by 4-5% in the areas in Reading Comprehension, Informative Text, and Details. We will monitor students' progress throughout the year through the use of DIBELS Testing, Q2 Testing, Progress Monitoring, Unit Tests, BURST, and Common Assessments.

Our Writing strategies include the use of Thinking Maps, Differentiated Instruction, Writer's Workshop, and Guided Reading. Every student at Hutchinson will spend 30-45 minutes daily in Writer's Workshop. Hutchinson teachers will also have students share their writing and conference with them. Evaluation will drive the teacher's instruction during writing time, which will include conferences with students, state assessments, writing on demand, writing prompts, and district assessments. Hutchinson students will collect ideas in a writer's notebook as they explore topics and practice writing. They will publish using laptop computers, and power point presentations.

The following table shows strategies to increase student achievement.

<u>Math Goals:</u> All students will increase proficiency in mathematics.	
<u>Reading Goals:</u> All students will increase proficiency in finding details in narrative and informational text.	
<u>Writing Goals :</u> All students will increase proficiency in writing with sufficient details	
Strategy #1	<u>Thinking Maps:</u> Teachers will integrate thinking maps into daily instruction.
Research	Marzano, R. J. Pickering. <u>Classroom Instruction That Works</u> . ASCD. Alexandria, VA 2001. Hyerle, David. <u>Student Success with Thinking Maps</u> . Corwin Press. Thousand Oaks, CA. 2004.

	Hyerle, David. <u>Visual Tools for Transforming Information into Knowledge</u> . Corwin Press. Thousand Oaks, CA. 2009.
Strategy #2	<u>Differentiated Instruction</u> : Teachers and specialists will work with students in small groups and differentiate their instruction to meet the needs of every student.
Research	Zemelman, S., Daniels, H., and Hyde, A. <u>Best Practice</u> . Heinemann. Portsmouth, NH. 2005 Gregory, Gayle. <u>Differentiating Instruction with Style: Aligning Teacher and Learner Intelligences for Maximum Achievement</u> . Corwin Press. Thousand Oaks, CA. 2005.
Strategy #3	<u>Accelerated Math</u> : Each class will use this individually paced computer program to reinforce mathematics concepts.
Research	Nunnery, J.A., & Ross, S. M. (2007). The effects of School Renaissance program on student achievement in reading and mathematics. <i>Research in schools</i> , 14(1), 40-59
Strategy #4	<u>Accelerated Reading</u> : Each class will use this individually paced computer program to reinforce reading comprehension skills.
Research	Nunnery, J.A., & Ross, S. M. (2007). The effects of School Renaissance program on student achievement in reading and mathematics. <i>Research in schools</i> , 14(1), 40-59
Strategy #5	<u>Guided Reading</u> : All teachers meet with Guided Reading Groups on a daily basis.
Research	Marzano, R. J. Pickering. <u>Classroom Instruction That Works</u> . ASCD. Alexandria, VA 2001. Zemelman, S., Daniels, H., and Hyde, A. <u>Best Practice</u> . Heinemann. Portsmouth, NH. 2005
Strategy #6	<u>Small group instruction/individualized learning time</u> : Teachers and specialists provide individualized intervention time for students who are at-risk in reading.
Research	Sanchez, Horacio. <u>A Brain Based Approach to Closing the Achievement Gap</u> . Xilibris Corporation. 2008
Strategy #7	<u>Writer's Workshop</u> : All teachers conduct a writer's workshop for 30-45 minutes each day.
Research	Clippard, Dana. "Efficacy of Writer's Workshop for students with significant writing deficits." <i>Journal of Research in Childhood Education</i> October 1, 1998. Print.

Hutchinson is committed to addressing student learning challenges before the student fails by first referring them to Resource Coordinating Team (RCT) for intervention, then to our extended day program and to our school social workers for behavioral intervention. In our partnership with Teachscape, we will design, develop and implement a three tiered data based Response to Intervention (RTI) model to improve teaching practice, student achievement, and student behavior. The partnership will develop and provide specific professional learning that focuses

on: 1) full implementation of the scientifically based and aligned curriculum; understanding and applying a range of differentiation techniques; 2) ongoing progress monitoring; instructional grouping strategies; 3) use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and 4) specific instructional strategies to support teachers and aides in working effectively with at-risk students.

The Hutchinson staff and Teachscape are committed to providing a tiered instructional approach. This approach is rooted in ongoing and comprehensive assessment and progress monitoring, aligned to standards, informed by research-based curricula that is implemented with fidelity and paced intelligently. The staff will engage in collaborative efforts to mount, analyze, refine and sustain the quick improvement efforts.

These SIG activities will be integrated into our School Improvement Plan by adding the RTI tiered instructional approach to support and facilitate growth for struggling students at their specific need level. This data driven program will assist staff to better assess and assist the academic needs of their students.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Hutchinson School conducted a needs assessment and aligned it with the comprehensive support provided by the external provider. Teachscape was selected from the MDE preapproved list. Other external providers selected through this process were a Literacy Coach, Math Coach, and Executive Coach through Wayne County RESA.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Instructional leaders at Hutchinson will provide collaboration opportunities to ensure that teachers and administrators have sufficient time in which to share their collective wisdom. The key activities are centered on data analysis and planning, lesson study, and reflective practice. All faculty and staff will participate in collaborative meetings within and across grade levels to assess and identify needs, develop strategies, and plan for meeting students' needs to increase achievement levels in the core content areas. Teachscape will work with the Hutchinson staff to develop protocols for focused collaboration around data analysis and lesson study to strengthen the ability to drive higher achievement for every student. This will be achieved through Classroom Walk-throughs (CWT), weekly data conferences among staff in collaboration with Teachscape. Data will be analyzed and an action plan will be created based on the assessed

needs. After a six week period we will reevaluate and identify our areas of progress and make further adjustments in areas of need. This will be an on -going process throughout the year.

Hutchinson plans to continue establishing focused parent activities, and, with the collaboration of faculty, parents, community groups, and transformation partner, will have all the needed ingredients for success. Funding for this would provide ongoing mechanisms for family and community engagement. To begin, the staff will commit to communicating with parents and ensure that parent involvement moves beyond traditional fund-raising and focuses on engagement. The important outcome from increased parent activity is helping the parents promote and support the academic achievement of their children.

Hutchinson staff will educate our parents so they understand what the school and their children need. We will work together to teach parents how to help their children with literacy, learning skills, and appropriate school behavior. A committee will be formed to write a revised parent handbook. This handbook will consist of hands-on activities for parents to participate in on Saturdays or during evening hours. Parents will be visible in the school and their support will be verifiable through increased attendance at parent-teacher conferences, open houses, school programs, and as volunteers. Through our collaboration with parents, an attendance policy will be developed in order to maintain a 90% attendance rate for our students.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

Hutchinson is working with Teachscape to improve building practices and policies to prepare the way for full implementation of the RTI program. An academic leadership team is being trained to assist with the program, and Academic coaches in literacy, math and technology are being trained as a support system. An executive coach has also been assigned to assist the school administration.

During the process of creating our reform plan, we recognized a need to modify our school leadership structure by forming and training an instructional leadership team (ILT) to facilitate the school's capacity to implement and sustain these reforms.

Hutchinson administrators and instructional leadership team will use the process of Classroom Walkthroughs (CWT) to measure and determine the effectiveness and implementation of professional development on student achievement. The walkthrough will be used to evaluate and analyze the practices and strengthen classroom productivity.

Specific practices and policies to be modified are still being assessed. Areas of consideration are school environment, behavior modification techniques, student support systems, and staff development.

The following is a letter stating the agreed upon policies between Detroit Public schools and the Detroit Federation of Teachers as to school reform and Priority Schools.

**Letter of Agreement between
The School District of the City of Detroit and The Detroit Federation of Teachers**

INSTRUCTIONAL REFORM – PRIORITY SCHOOLS

The School District of the City of Detroit (“District”) and the Detroit Federation of Teachers, Local 231 (“Union”) in their Letter of Understanding-Contract Extension of August 26, 2009 mutually agreed to negotiate in good faith a successor agreement focused on enhancing student achievement through Instructional Reforms, Economic Reforms, and Operational Reforms.

To this end, in order to develop specific recommendations in the area of Instructional Reform – Priority Schools, the parties agree, by their representatives’ signatures below, to abide by the following procedures for establishment of Priority Schools.

The Priority Schools intend to offer a rigorous educational program which includes extended day/year and measurable expectations. The District shall provide all adopted instructional materials to effectively address the educational and instructional needs of students and staff, including textbooks, supplemental supplies, and equipment.

To implement the Priority Schools’ educational program it is essential that there be cooperation between the District and the Union, which parties have agreed to accommodate necessary and unusual requirements in order to implement the Priority Schools – creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day/extended year; and parental and community engagement.

This Letter of Agreement (“Agreement”) is made by and between the District and the Union for the purpose of establishing certain work rules to govern the operation of Priority Schools. The parameters for the Priority Schools will accommodate the following:

1. The District and the Union shall identify the criteria for the establishment of “Priority Schools.” Determination of such schools shall be based upon data inclusive of, but not limited to, student performance on standardized tests, student attendance, transiency, chronic discipline and/or violence concerns, and Adequate Yearly Progress (AYP) status, and other provisions identified by No Child Left Behind (NCLB). Priority schools shall not be limited to low performing schools.
2. Schools identified as Priority Schools shall participate in the Shared Decision-Making Program as outlined in the collective bargaining agreement. Upon the selection of the staff, each Priority School shall select a School Leadership Team (SLT) as described in the collective bargaining agreement.

3. The Selection Committee shall be convened for the purposes of approving the criteria for establishment of Priority Schools and developing criteria for the recruitment, selection, and retention of staff at a Priority School. The District shall determine which schools will be designated Priority Schools. The Selection Committee will be responsible for interviewing and selecting staff at Priority Schools.

The Selection Committee shall include the Chief Academic Officer (or designee), School Principal, Union President (or designee), and the DFT Labor Relations Administrator who represents the affected school(s). The Emergency Financial Manager (or designee), or in the event the District's financial emergency is resolved, the Superintendent or CEO (or designee) shall vote in the event of a tie on decisions made by the Selection Committee.

4. Staffing at Priority Schools shall be on an application basis. Criteria for selection shall be determined by the Selection Committee. Interested DFT members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. All instructional and instructional support personnel shall be members of the bargaining unit.

In the event a Priority School is unable to fill positions, any qualified member from a lay-off list may apply based on a job posting and be selected regardless of position on the lay-off list. If no one from the lay-off list applies or is selected, the position may be posted on the District's website for external candidates.

5. There shall be an extended day/school year for the Priority Schools contingent upon funding. If the Priority Schools have an extended school year, members of the bargaining unit shall be paid at their regular daily rate for the additional days worked. Any hours worked beyond the regular school day will be paid at the hourly rate. The three (3) year summer school rotation provision of the collective bargaining agreement does not apply to Priority Schools.

6. Members shall be required to engage in prescriptive and prescribed professional development days within the regular school year and designated additional professional development days. Additional professional development days will be paid at the workshop rate.

7. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the Priority Schools and leading to a Certificate of Qualification. During employment at a Priority School, members selected and assigned to a Priority School shall do so with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.

The evaluative criteria shall include, but not be limited to, the member maintaining the requirements of the job posting, meeting pre-established benchmarks and targets, making a continuing commitment to all that is prescribed in this Agreement. The established goals and objectives along with the evaluative criteria must be clearly articulated to all members of the bargaining unit at the time of the job posting and selection.

A member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and shall be referred to an alternative resource for assistance with implementing the model in a more effective way.

Members who do not receive an annual review shall be presumed to have met such goals and objectives.

8. In the event a member decides not to return to the Priority School or the Principal advises a member that he/she will not be retained for the following school year, the

Hutchinson administration shall post the position and the Selection Committee shall be reconvened to interview and select a replacement from a pool of eligible candidates.

9. In the event a teacher decides not to return to the Priority School or the Principal advises a teacher that he/she will not be retained for the following school year, that teacher shall maintain the same rights as any other DFT member and be referred to the Division of Human Resources for placement in a vacancy.

If there is no vacancy available for which the teacher is certified, the teacher shall be reclassified as a CTAL until a vacancy for which the teacher is certified becomes available. If in the following school year no vacancy is identified, the teacher shall be referred to the Emergency Financial Manager/designee and the Union president/designee who will jointly determine how the teacher's service may be utilized.

All other members of the bargaining unit who decide not to return to the Priority School or who the Principal advises he/she will not be retained for the following school year shall maintain the same rights as any other DFT member and be referred to the Division of Human Resources for placement in a vacancy.

10. A reduction in teacher service at a Priority School shall occur in accordance with the reduction in teacher service provisions of the collective bargaining agreement.

If there is no vacancy available for which the teacher is certified, the teacher shall be reclassified as a CTAL until a vacancy for which the teacher is certified becomes available. If in the following school year no vacancy is identified, the teacher shall be referred to the Emergency Financial Manager/designee and the Union president/designee who will jointly determine how the members' service may be utilized.

11. District-wide layoffs shall occur in accordance with the layoff provisions of the collective bargaining agreement. However, should the district decide to retain teachers assigned to Priority Schools who would otherwise be laid off, the teacher with the next highest seniority in the applicable subject area shall be released from their current assignment and be reclassified to CTAL until a vacancy for which the teacher is certified becomes available.

If in the following school year there is no vacancy for which the affected teacher is certified the teacher shall be referred to the Emergency Financial Manager/ designee and the Union President/designee who will jointly determine how the teachers' services may be utilized.

All other members of the bargaining unit at Priority Schools who are laid off shall maintain the same rights as any other DFT member.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

In Year One of the three-year grant, Hutchinson and its partners will focus on collecting and analyzing instructional and achievement data, and using this to guide and inform instructional decisions. In Years Two and Three, Hutchinson will expand this to a full Response to Intervention (RTI) approach in which assessment data, instructional data and classroom instruction are intentionally integrated to promote improved instruction. The tiered RTI approach is built upon a base of high quality core instruction (Tier 1), and, for students who are not successful with this approach, additional support, focused on research-based instruction and instructional materials will be provided to address the students' learning challenges. For the small group of students not successful with quality core instruction or the increased intensity of Tier 2 additional support, the school will offer intensive, individualized interventions. All three tiers will be guided by fidelity to the intervention, a deep understanding of student learning strengths and needs, and cultural responsiveness and sensitivity.

Year One — Building the Data Culture:

As partners in building a pervasive data culture, Teachscape will support and coach the work of both the instructional leaders and classroom teachers on using data to inform effective instructional decisions and measurable changes in practice. Teachscape specialists will support their ongoing coaching with two technology-mediated tools to ensure the efforts are sustained beyond the three- year period: (1) the Teachscape Classroom Walkthrough Tool (CWT) and (2) REFLECT, to facilitate video capture of teacher practice for teachers to work independently or with peers to self- analyze their practice relative to frameworks, engage in lesson study and identify areas of teaching strengths and their professional learning needs.

Working with Instructional Leaders: CWT

Teachscape offers professional learning for the Hutchinson Instructional Leadership Team that is focused on a seven-step walkthrough process proven to support measurable changes in practice. The seven steps include: (1) setting a clear purpose for the walk, based on student data that indicates a problem of practice; (2) collecting common data in a common way, using a PDA;

(3) analyzing the data to explore dominant instructional practices, differences between grade bands, changes overtime, and multiple other areas of concern; (4) reflecting on and discussing the data, in faculty meetings, Professional Learning Community (PLC) sessions. Instructional Leadership Team (ILT) meetings, etc.; (5) using the analyzed data to collaboratively develop an Action Plan to address areas of concern; (6) implementing the Plan; and, (7) using the PDA to monitor the implementation of the plan, measure its impact and determine the focus of new walks.

This iterative process reflects the Plan-Do-Study-Act continuous improvement cycle that guides, supports and sustains changes in practice. It is supported through Teachscape's CWT software that syncs the data and uploads it seamlessly to a private, password-protected database for manipulation and analysis. To ensure the greatest possible flexibility, the set of walkthrough indicators ('look fors') can be completely customized by the school to represent their specific interests and needs.

Working with Instructional Leaders: REFLECT

Teachscape will help the leaders introduce REFLECT, a panoramic digital video camera that allows teachers to film a lesson, analyze it alone or with peers, assess their own practice relative to a framework, engage in lesson studies, annotate and tag the video. Teachers can also upload their lesson plans and examples of student work from the lesson to get the clearest possible understanding of their strengths and their professional learning needs.

Independently, with peers, or as part of a practice-focused PLC, teachers will have the opportunity to analyze actual lessons, reflect on their observations and use the data to help inform their understanding of their teaching strengths and areas for improvement. The Teachscape/Hutchinson partners will work with the teachers to identify data-informed professional learning.

Working with Instructional Leaders: Effective Teaching Strategies

As the instructional leaders begin to shape clear pictures of the instructional practices that shape student outcomes, Teachscape specialists will work with the school leaders to use the data to guide the development of a common core of practice that focuses on the development and application of research-based instructional strategies proven effective in improving teaching and learning. These will include:

- Using Teachscape's library of multimedia learning modules as part of a focused study to help leaders deepen their understanding of Marzano's nine categories of high yield strategies, which will help develop a school-wide focus and frame a common core of practice;
- Providing at-elbow coaching to support the leaders in promoting, leading and supporting data-informed instructional groupings and differentiated approaches to teaching and learning in every classroom;
- Applying the Teachscape online library and video captures of school-based teaching (with the permission of the teachers) to develop a common vision of effective teaching practices and a language to support the visions;

- Using the CWT tool to monitor implementation of the strategies and measure their impact on improved instruction.

Although the bulk of Teachscape's work focuses on the capacity of instructional leaders (ILT), Teachscape will work directly with teachers explaining, modeling, co-planning and co-teaching. This will build deep teacher understanding of research-based instructional practices and proven ways to integrate those effectively with classroom practice.

Working with Teachers: Promoting Reflection and Self Analysis

Teachscape partners, at the request of the instructional leaders, will provide support and guidance to the teachers in using video capture to reflect on their teaching practice, promote self-analysis of teaching strengths and professional learning needs, and identify professional learning opportunities offered through the district, the school or through Teachscape tools and resources. The intent of this direct intervention with teachers is to model the change practices for instructional leaders, then support the leaders as they work directly with the teachers.

The REFLECT camera, online reflection activities, peer discussions and self-analysis will frame the described activities.

Hutchinson is committed to addressing student learning challenges before the student fails by first referring them to Resource Coordinating Team (RCT) for intervention, then to our extended day program and to our school social workers for behavioral intervention. In our partnership with Teachscape, we will design, develop and implement a three tiered data based Response to Intervention (RTI) model to improve teaching practice, student achievement, and student behavior. The partnership will develop and provide specific professional learning that focuses on: full implementation of the scientifically based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with at-risk students.

Working with Teachers: Applying Effective Instructional Strategies

Teachscape specialists will help teachers understand how to apply appropriate instructional strategies to their teaching practice in focus areas. The specialists will offer seminars as part of after-school professional learning time, during grade meetings or as part of faculty meetings, and will follow this up with observations, using the CWT tool to monitor implementation and measure the impact of the professional learning, and with at-elbow coaching to ensure the practices are implemented effectively. Instructional leaders will observe the work of the Teachscape specialists and develop plans to implement the work on their own.

Years Two and Three — RTI

Beginning in Year Two, Hutchinson and Teachscape will design, develop, and implement a three-tiered data-based Response To Intervention (RTI) approach to improve teaching practice, student achievement and student behavior. To ensure effective development and implementation of the tiered instruction, the partners will develop and provide specific professional learning that focuses on: full implementation of the scientifically-based and aligned curriculum; understanding and applying a range of differentiation techniques; ongoing progress monitoring; instructional grouping strategies; use of benchmark, diagnostic and formative assessments to inform instruction and monitor student learning; and specific instructional strategies to support teachers and aides in working effectively with small learning groups.

Tier I

The RTI process begins by screening all students and identifying those at risk of not meeting proficiency. School staff will conduct the screenings, using an instrument selected by the school and veiled by the district. While the progress of all students will be monitored through the RTI process, special attention will be paid to the identified students.

- *Collecting and Analyzing School wide Data :*

In addition to screening, school leaders and Teachscape partners will conduct a comprehensive and in-depth analysis of the school's data — student achievement data, instructional practice data and trend data. This analysis will provide a baseline understanding of teaching and learning strengths and needs, and inform questions about practice that frame walkthroughs to provide common instructional data that is collected in consistent ways.

To ensure data is collected and analyzed frequently to inform instruction and interventions in meaningful ways, the partners will create data walls to publicly monitor student progress and portfolios for identified students to monitor the efficacy and impact of the interventions provided. Specific data sources will include classroom assessments in language arts, mathematics, social studies, and science. Additional data will be derived from teacher observation journals, progress reports, report cards, parent conferences, and samples of student work. Data will be analyzed and an action plan will be created based on the assessed needs. After a two week period we will reevaluate and identify our areas of progress and make further adjustments in areas of need. This will be an on-going process throughout the year.

Once the data systems are developed, the instructional leaders and partners need to identify and align research-based curriculum for the core academic areas:

- *Implementation of Scientifically-Based Curricula:*

Core mathematics curricula will have a clear research base, and also offer explicit instructional strategies and clear organizational and instructional routines that are consistent across grades.

Teachscope staff will support the school staff in using these materials with fidelity by helping school staff unpack the MDE and Common Core standards, align the curricula — horizontally and vertically — with the standards, pace the curriculum relative to district guidelines and also provide opportunities for extra practice and for enrichment, and develop lesson studies focused on the aligned curricula.

Faculty will commit to using the selected curricula as part of the core (Tier I) instruction for all students, differentiating and supplementing (Tiers II and III) as appropriate. To ensure the selected curricula are aligned vertically as well as to standards, Teachscope partners will provide access to their curriculum tool, which will align the curricula. Professional learning workshops will be offered to help teachers and leaders unpack the standards, identify gaps and duplications across grades, and identify effective strategies for implementing the curricula to address the learning needs of every student. Leaders, with support from the Teachscope partners, will use the CWT tool to monitor implementation and ensure the curricula are implemented with fidelity. Based on the assessment tools mentioned in our plan, we will implement strategies such as grouping, re-teaching, co-teaching, professional development, and peer coaching for students and teachers. These strategies will advance our students' achievement.

- *Assessments and Progress Monitoring:*

Effective, achievement-focused instruction is based on ongoing assessments and progress monitoring to monitor the implementation of the selected interventions and measure their impact on teaching and learning. Detroit Public Schools provide a wide range of data that include state assessments (MEAP), quarterly benchmark testing and assessments such as DiBELS, Burst, Star Reading and others.

Teachscope will consult and inform Hutchinson staff about using ongoing formative assessments to monitor student progress relative to goal, inform instructional practices, such as grouping, and using a 'backward design' (Wiggins and McTighe, 1998) to help drive the expected outcomes. Teachscope partners will support this through focused sessions on Data Literacy and technical assistance in unpacking and analyzing the data — not to label students, but to inform teaching and learning. The end result will be assessment-focused classrooms in which the expectations are transparent as well as high, and the assessments are integrated with the curriculum and instruction.

- *Differentiated Instruction:*

Tier I instruction is designed as highly effective instruction for all students. Implementing this will rest on effective approaches to differentiation.

The Hutchinson faculty is committed to addressing student needs by differentiating instruction relative to delivery, time, content, process, product, and/or learning environment (Tomlinson, 2001). As a key component of Tiered instruction, faculty and

Teachscape staff will work collaboratively to identify the differentiated learning needs of the students, provide differentiation as defined in Tomlinson's body of work and monitor the progress of the student carefully to ensure they are on track to meeting their learning goals.

Differentiation will place the students at the center of the teaching/learning dyad and will include differentiated instructional practices such as: peer tutoring, shared reading, instructional groupings, etc.; differentiating the time for identified students to complete the learning activities; differentiating the work (products) students will submit as evidence of their learning; and/or differentiating the content. Making this happen, however, depends on the degree to which teachers are prepared to implement differentiated instruction. Teachscape will support this development by offering professional learning that is informed by data and provided through both workshops/seminars, professional learning communities, job-embedded professional learning, and at elbow coaching for teachers and leaders.

In addition:

- Hutchinson staff has committed to facilitating self-analysis of teaching practice by engaging volunteer teachers in analyzing videos of their own practice and in framing strategies to improve their practice.
- Teachscape will model effective coaching, co-planning and co-teaching for the school's leadership, building on their capacity to provide data-informed and achievement-focused professional learning.
- The Instructional Leadership Team will work with Teachscape to enhance their capacity to promote, support and sustain effective teaching practices and improved student achievement.
- School leaders will meet monthly as part of an achievement-focused Leadership PLC to discuss and share successful practices, identify and address common problems of practice and build their own skills as instructional leaders.

Tier II

Tier II, which is small group instruction, will be provided for those students for whom effective core classroom instruction is simply not sufficient. Students in Tier II will participate in additional instruction daily, both in small groups during the regular school day and in extended time instruction, to which the Hutchinson faculty has already committed.

Students participating in Tier II instruction will receive an additional 25-30 minutes of explicit instruction in addition to the Tier I literacy and math blocks. School aides will be trained by the partners and assigned to support Tier II efforts with very small groups of 1-5 students with homogeneous learning needs.

Tier II efforts are designed to supplement and enhance, not replace, Tier I core teaching. Weekly progress monitoring will help ensure the fine-tuning necessary to keep

the struggling students on track relative to meeting their learning goals. The data-informed approach will be implemented through trained staff using research-based supplemental learning materials and resources.

Tier III

Tier III instruction will be provided for that small group of students who are still struggling after Tier II instruction is provided. As with Tier II, additional time (50-60 minutes) will be provided for intensive instruction on a daily basis. Aides will work with even smaller groups 1-3 children, supporting learning activities developed by a specialist, in collaboration with the classroom teacher. These youngsters will continue to participate in the Tier I core teaching. Tier II is intensive supplemental intervention that is guided by data and implemented through research-based instructional materials.

The Hutchinson staff and their Teachscape partners are committed to providing this tiered instructional approach. This approach is rooted in ongoing and comprehensive assessment and progress monitoring, aligned to standards, informed by research-based curricula that is implemented with fidelity and paced intelligently. The staff will engage in collaborative efforts to mount, analyze, refine and sustain the quick improvement efforts.

The following table offers a view of the commitments the Hutchinson staff has made to understand the use of data and to apply data to inform teaching and learning.

Meeting	Timeline	Persons Responsible	Participants
Success line "Looking at Data"	September, 2010 On-going	Instructional Specialists and Teachscape	Administrator, Teaching Staff
School Improvement Team	On-going	Administrator, Teachers, Support Staff, Parents	Administrator, Teachers, Support Staff, Parents
Item analysis (MEAP & Quarterly Assessment)	Quarterly	Administrator, Teachers, Instructional Specialists, Teachscape	Administrator, Teachers, Instructional Specialists, Teachscape
Wednesday Staff Meeting	Weekly	Administrator, Teachers, Teachscape	Administrator, Teachers, Teachscape
Parent-Teacher meetings/ Conferences	Quarterly	Administrator, Teachers, Support Staff, Parents	Administrators, Teachers, Support Staff, Parents
LSCO Meetings	Monthly	Administrator, Parents, Teachers, Teachscape	Administrator, Parents, Teachers, Teachscape
Grade Level	Every 4 th Wednesday and Friday	Grade Level Team Leadership Team	Grade Level Team Leadership Team
Accelerated Reading & Math Assessments	On-going	Teaching Staff	Teachers, Students
MIBLISI (DiBels & Burst)	Quarterly	Teaching Staff, Reading Specialist	Administrator, Students & Teaching Staff
Grade Level Teams(Looking at Student Work)	Twice Weekly	Administrator, Teachers	Teachers

MEAP Review	September, October 2011 On-going	Administrator, Teachers, and Teachscape	Parents, Students, Teachers, and Teachscape
Classroom Math Assessments	On-going	Teachers, Math Specialists	Teachers & Students
Grade Level Content Expectations	Fall and Spring	Administrator, Teachers	Teachers
Planning and developing Outcomes	September, 2010 On-going	Teachers, Staff, Administrator, Teachscape	Teachers, Staff, Administrator, Teachscape
Professional Development	September, 2010 On-going	Teachers and Specialist	Administrator and Teachers
Video Resources to promote effective teachers/Self Reflection	January, 2011 On-going	Administrator and Teachscape	Teachers and Administrator
Extended Day Tutoring	September, 2010 On-going	Teachers and Administrator	Teachers and Administrator
Extended School Day	September, 2011	Administrator, Teachers, Staff	Administrator, Teachers, Staff, Students
Evaluation of each Implementation Item	On-going after each activity	Leadership Team	Teachers and Teachscape

Hutchinson's new instructional leadership team, coaches, school principal and the instructional data specialist will assist and support staff on an ongoing basis at the building level. These individuals are being trained in the prescribed model and approaches. These individuals along with Teachscape leaders will be accountability partners with Hutchinson staff to ensure successful execution of the plan for increased student achievement.

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics for each of the next three years as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal- 2011-12	Goal- 2012-13	Goal- 2013-14
Reading	64.8%	67.8%	70.8%	73.8%
Mathematics	62.4%	65.4%	68.4%	71.5%

Hutchinson academic scores will continue to increase beyond the 2013-2014 school year with the continued use of the reform strategies currently being put in place.

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and transformation plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Hutchinson School collaborated with Teachscape in preparing School Improvement Application.

Hutchinson School Improvement Team

Title	First Name	Last Name	Position	E-Mail
Mr.	Stanley	Johnson	Principal	stanley.johnson@detroitk12.org
Ms.	Mary Ann	Danville	Instructional/Data Specialist	mary.danville@detroitk12.org
Mrs.	Darlene	Scherer	Teacher	darlene.scherer@detroitk12.org
Mr.	David	Petipren	Teacher	david.petipren@detroitk12.org
Mr.	James	Sancricca	Teacher	james.sancricca@detroitk12.org

Title	First Name	Last Name	Position	E-Mail
Mr.	Ervin	Colston	Teacher	ervin.coston@detroitk12.org
Ms.	Dorothy	Hutchinsen	Teachscape	dorothyhutchenson@verizon.net

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

Based upon high expectations and enhanced capacity, Hutchinson will build on existing effective structures and processes to support systemic change ensuring effective instruction, promoting parent engagement, addressing the social/emotional needs of children, and providing job-embedded and data-informed professional learning. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

An Instructional Leadership Team has been created and is engaging in an ongoing process of training and Professional Development, so members can assume key leadership roles within our reform model. This will ensure that the structures for reform are sustainable and will thrive after funding from the SIG ends.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal- The principal is scheduled to be replaced the 2011-2012 school year per the District LEA Application part I.

2. Include student data in teacher/leader evaluation-

Hutchinson will be implementing the newly developed evaluation processes for teachers and school leaders once approved by the teachers union. This plan is based on the following:

- 1) A set of professional standards that define effective teaching and leadership
- 2) Student achievement outcomes
- 3) Continuous improvement and accountability

These evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations. These understandings represent the foundation from which the teacher and principal evaluation process was designed.

3. Evaluations that are designed with teacher/principal involvement

In order to design the best possible system of teacher development and evaluation, it is important that we think about the sorts of guiding principles that guide our work. In *Teacher Evaluation 2.0*, TNTP proposes six design standards that any effective professional development and evaluation process should meet.

1. Annual Process

All teachers should be evaluated at least annually.

2. Clear, Rigorous Expectations

Evaluations should be based on clear standards of instructional excellence that prioritize student learning.

3. Multiple Measures

Evaluations should consider multiple measures of performance, primarily the teacher's impact on student academic growth.

4. Multiple Ratings

Evaluations should employ four to five rating levels to describe differences in teacher effectiveness.

5. Regular Feedback

Evaluations should encourage frequent observations and constructive critical feedback.

6. Significance

Evaluation outcomes must matter; evaluation data should be a major factor in key employment decisions about teachers.

Our Teacher Development and Evaluation system meets – and in many cases exceeds – the standards suggested by TNTP. Our process ensures that teachers are evaluated annually, but in many cases teachers will be evaluated more than once each year, especially those who demonstrate a need for improvement. The rubric upon which all evaluations are based sets clear, rigorous expectations across multiple levels, and contains recommendations for professional development in cases where teachers might demonstrate needed growth in a particular competency. All teachers will receive regular feedback, and teachers who demonstrate below average development will receive feedback more often and have the opportunity to engage in meaningful one-on-one and small group professional development.

In Detroit, we value our teachers immensely and are keenly focused on teacher development. Success within our system requires partnerships at and across levels; between teachers as peer evaluators, between principals as collaborators and thought-partners, and between principals and teachers. Only by creating a culture built around a common understanding of what good teaching is can we expect our teachers to flourish and our students to achieve the high standards we hold for them.

Evaluative Components

Two evaluative components make up the way teachers are evaluated in Detroit Public Schools. The first is the Teacher Development and Evaluation Rubric and second is district and state-wide assessments.

The Teacher Development and Evaluation Rubric

To ensure that we are assessing quality teaching in the classroom with most rigorous standards, Detroit Public Schools will weight a teacher's evaluation as 60% of the total teacher evaluation score. The Teacher Development and Evaluation rubric is designed to comprehensively define "excellent teaching" for the Detroit Public Schools and provide a common language through which we can discuss, evaluate, and professionally develop our school-based staff to improve year after year.

The rubric is divided into three "domains". Each domain refers to a particular subset of skills required to be an exemplar teacher. The three domains are:

- I. Planning and Executing Effective Instruction
- II. Creating and Managing a Learning Environment
- III. Maintaining a Professional Learning Community Through Teacher-Leadership

Each of these domains contains a subset of actionable competencies, measured on a scale of 1-4 from "Apprentice" to "Distinguished". Because this rubric is focused on teacher development first and foremost, each competency also contains a section entitled "Recommended For Professional Development", providing teachers with suggestions for development opportunities if they need work in a certain area. Lastly, the rubric contains a column entitled "examples of evidence" which provides guidance to teachers, principals, mentors, and others about what they should observe in a classroom to ensure the rating is sufficiently rooted in evidence.

Incorporation of Standardized Assessments

In order to evaluate teachers as objectively as possible, Detroit Public Schools will weight appropriate standardized assessments (MEAP, MME, district quarterly benchmark assessments) as 40% of a teacher's evaluation score. MEAP scores will be tracked for each student each year and for teachers in MEAP-assessed subjects, the district will analyze trends in students' scores and assess *improvement* over previous years. Those teachers whose students consistently improve in

standardized assessments will be rated favorably; those teachers whose students consistently do not improve will be rated unfavorably.

In cases where the MEAP/MME testing-cycle presents challenges to incorporating standardized scores into teacher evaluations (e.g. first-year teachers), the district quarterly benchmark assessments will serve as sufficient.

In instances where it is not possible for students' scores to be included (non-testing years, subject areas that do not included in MEAP testing or district benchmark assessments), the Teacher Development and Evaluation Rubric will be weighted at 80% and teacher-assessed student achievement data (to be agreed upon by the principal and the teacher at the beginning of the year) will be weighted at 20%.

Teacher Evaluation Process

The Detroit Public Schools Teacher Evaluation Process shall include the following components:

Component 1: Training

Before participating in the evaluation process all teachers, principals, and peer evaluators must complete training on the evaluation process.

Component 2: Orientation

Within two weeks of a teacher's first day of work in any school year, the principal will provide the teacher with a copy of the directions for obtaining access to a copy of:

- A. The Rubric for Evaluating Detroit Public School Teachers;
- B. This policy; and
- C. A schedule for completing all the components of the evaluation process.

Component 3: Teacher Self-Assessment

Using the Rubric for Evaluating Detroit Public School Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Rubric for Evaluating Detroit Public School Teachers, the teacher's most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lessons. The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations, but may be requested by the teacher and/or principal.

Component 5: Observations

- A. A formal observation shall last at least forty-five minutes (for self-contained classrooms) or an entire class period (for rotating classes, i.e. middle and high school).
- B. Probationary Teachers

- a. The principal shall conduct at least two formal observations of all probationary teachers.
- b. A PAR consultant shall set the guidelines and timeline of the program.

During observations, the principal will evaluate the teacher's performance on the Rubric for Evaluating Detroit Public School Teachers.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher shall discuss and document on the Rubric strengths and areas for improvement observed during the teacher's lesson.

Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to the end of the school year and in accordance with DPS timelines, the principal shall conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Individualized Development Plan, the components of the Detroit Public School Teacher Evaluation Process completed during the year, classroom observations (both formal and informal), artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Rubric.

At the conclusion of the Detroit Public School Teacher Evaluation Process, the principal shall:

- A. Give a rating for each Element on the Rubric;
- B. Make a written comment in any Element marked "Apprentice";
- C. Give an overall rating of each Domain in the Rubric;
- D. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- E. Review the completed Teacher Summary Rating Form with the teacher;
- F. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

Component 8: Individual Development Plans

Teachers who are rated at least "Proficient" on all the Standards on the Teacher Summary Rating Form shall develop an Individual Development Plan designed to improve performance on specifically identified Standards and Elements. An Individual Development Plan shall, at minimum, identify the Standards and Elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve Proficiency, and a timeline which allows the teacher one school year to achieve Proficiency.

Peer Assistance and Review (PAR)

A teacher shall be referred to the PAR office whenever he or she is rated “Apprentice” in **two or more** domains on the teacher summary rating form.

Beginning Teachers

Effective 2010-2011, all beginning teachers will be mentored by a Peer Assistance and Review Consultant for at least 2 semesters.

Probationary Teachers

Effective 2010-2011, a principal must rate a probationary teacher as “Proficient” on all five Detroit Public School Professional Teacher Domains on the most recent Teacher Summary Rating Form before recommending that teacher for career status.

1. Remove leaders/staff that have not increased achievement

In collaboration with the Detroit Federation of Teachers, the District negotiated new contractual language under “Priority Schools” (includes all SIG) that allows for flexibility regarding seniority rules and that, as such, enables Priority Schools to hire and retain those individuals who will best meet the needs of the Priority School’s student population. Under the Priority Schools agreement, the following is in place relative to staffing:

- 1) The administration in collaboration with DFT convened to develop Priority School interview questions that reflect the new evaluation tool, core competencies of turnaround teachers, and expectations/requirements of a Priority School, and to approve the criteria for recruitment, selection, and retention of staff at a Priority School.
- 2) A staff selection committee was identified for each Priority School. Each Priority School’s staff selection committee is made up of the following participants:
 - a) School Principal
 - b) Designee of the Academic and Accountability Auditor
 - c) Designee of the DFT Executive Board
 - d) School building’s DFT building chairperson

The selection committee is responsible for interviewing and selecting staff at Priority Schools.

Priority School staffing is on an application basis. All interested staff must apply. Teachers selected for the Priority Schools must possess a valid Michigan teaching certificate. The selection committee is responsible for interviewing and selecting staff at Priority Schools.

Priority School staffing is on an application basis. All interested staff must apply. Teachers selected for the Priority Schools must possess a valid Michigan teaching certificate (or applicable license) with an endorsement in the content area and/or specialty skill for their assignment, and meet the Highly Qualified requirements of *No Child Left Behind* and Individuals with Disabilities Education Acts. In the event a Priority School is unable to fill positions from the active teacher applicant

pool, the principal may choose from the District's lay-off list or select an external candidate. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the needs of the Priority Schools that will lead to a Certificate of Qualification.

District-wide layoffs will occur in accordance with the layoff provisions of the collective bargaining agreement; however, the District does not have to retain staff at Priority Schools based on seniority. Retention is based on the interview and evaluative core competencies.

The evaluative criteria shall include, but not be limited to, members of the Priority School maintaining the requirements of the position, meeting pre-established benchmarks and targets, making a continuing commitment to all that is prescribed under the Priority Schools agreement. Any staff member who is not meeting the evaluative criteria required by the Priority School, using supportive evidence and data, will be informed of the basis for evaluative findings and shall either receive intensive professional support to assist the individual in meeting performance standards or will undergo the necessary process leading to non-reappointment/nonrenewal.

In addition, effective August 9, 2010, the District revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement. Article VIII of the District's Administrative Employment Agreement with principals provides that salary step advancements and annual performance reviews will include, but not be limited to, the following:

- Achieving prescribed student performance targets set by the District as measured by the State MEAP/MME. Targets will be composite as well as specific for each subgroup measured by the state examinations/assessments;
- Management of budget – general purpose, school-based and federal;
- Student attendance goals;
- Suspension/expulsion goals;
- Graduation goals;
- Thoughtful implementation of program recommendations as a result of school diagnostic reviews;
- Satisfactory completion of SIP academic plans, including SIP, 90 day, and academic achievement;
- Participation and engagement in prescribed professional development opportunities; and
- Formation of a school leadership team focused on strategies to dramatically increase student achievement as measured by national, state and District assessments.

Decisions regarding each principal's salary step advancement (i.e., compensation) and contract renewal will be based upon his/her performance with respect to the above indicators.

2. Provide on-going job embedded staff development

Professional Development in the Detroit Public School District is designed as an on-going part of the daily life of the school. Professional Development activities are directly linked to the educational goals indicated in the District's Academic Plan and provide ongoing and systematic assessment and improvement of teaching and learning. The DPS Comprehensive Professional Development Plan offers substantial opportunities to educators and support personnel both at the school level and through District department-sponsored professional development. All opportunities are focused around:

- implementation of standards,
- effective teaching and learning, and
- improvement of instructional leadership.

The DPS Comprehensive Professional Development Plan was informed through conversations and work sessions with the following departments and external organizations:

- Chief Academic and Accountability Office
- Office of Professional Development Services
- Academic Departments (i.e., ELA, Math, Arts)
- Special Education
- Department of English Language Learners
- Early Childhood Department
- Skillman Foundation
- Detroit Federation of Teachers
- Regional Superintendents' Office
- Office of Federally Funded Programs and Grants
- Various materials vendors (i.e., HMH, Texas Instruments)
- Instructional Technology Department
- Research, Evaluation and Assessment Department
- Human Relations Department
- Council for Great City Schools
- Health and Physical Education Department
- Local universities

The Detroit Public Schools Comprehensive Professional Development Plan focuses on developing a deep knowledge of content, developing collegial relationships, encouraging reflective practice and enhancing instructional leadership. There are several tracks these areas of focus follow. Some work will be done at the school level, with groups of teachers examining their practice and discussing their practice during grade level meetings and teacher led groups. Other work will take place during District sponsored sessions where teachers and/or principals will come together to learn about a content area or instructional strategy, go back to their building to practice the learning, and then come together to analyze the results through looking at student or adult work products. Still more work will be done at the District level with groups of central office personnel engaging in an examination of their practice and analyzing its impact on school

performance.

The National Staff Development Council (NSDC) asserts that professional development efforts must closely align with school improvement plans and thrive within existing school operations and structures. DPS is aligned with this assertion, performance.

The National Staff Development Council (NSDC) asserts that professional development efforts must closely align with school improvement plans and thrive within existing school operations and structures. DPS is aligned with this assertion, using a synthesis of the Academic Achievement Plans developed by each school in the District as a starting point for the development of the Comprehensive Plan.

The District uses systems-thinking planning that is guided by the consideration of NSDC's following questions:

- What are our goals for our students?
- What must we (the adults) learn in order to help our students learn?
- What is the best design for the adult learning?
- What is in place in each school that we would need to change or strengthen in order to meet our learning goals and our student goals?
- How will we know if we were achieving our goals?

In order to design a Comprehensive Professional Development Plan that truly improves the learning for all students, the National Staff Development Council advocated adopting a "Theory of Change". *Assessing Impact: Evaluating Staff Development* (Killion, 2002) describes the characteristics and strengths of a program's theory of change. A theory of change "...delineates the underlying assumptions upon which the program is based. It includes not only the components of a program, but also incorporates an explanation of how the change is expected to occur" (p. 55). According to Whaley (1987), program components include program resources, program activities, initial and intermediate outcomes, and ultimate goals.

For example, the DPS plan for Literacy professional development sessions for K - 6 teachers will capitalize on the following "theory of change".

Goal: Improve literacy performance in grades K - 9.

Activities:

1. Seven day comprehensive session on the 5 components of reading instruction spread out over the course summer school.
2. Follow-up activities to be implemented between sessions.
3. ELA District and School coaches available for follow-up visits and demonstration teaching.
4. New HMH reading intervention materials for K—6 classrooms.

Initial outcomes: Principal observations will document teachers using new practices.

Intermediate outcomes: Classroom assessments and district-level assessments will document improved student scores.

Final outcomes: State test scores will document improved student learning. In this theory of change, the final results, improved test scores, will be attributed to

the links in the chain.

The following discussion outlines the components of the District's Comprehensive Professional Development plan and provides a brief description of the professional development opportunities that Detroit Public School District offers currently or will be offering over the next several months to principals, lead teachers, teachers, and other central administrators. These opportunities all focus on improving student achievement as the ultimate goal.

Priority School Professional Development

In addition to the professional development program described below, members of Priority Schools will also participate in "school specific" professional training developed by the Office of Priority Schools. The foundation of this professional support/development will be developed in collaboration with the school and its partner provider and based on the results of the following:

- each school's Quality School Review/Instructional Audit
- staff self-identified need survey
- quantitative data

Note that, per the Collective Bargaining Agreement under Priority Schools, all professional development for Priority School staff members is mandatory.

Leadership Professional Development

Executive Staff

Identified executive staff members, identified school personnel, external partners, and DFT Executive Board members are collaborating, as a part of the Collective Bargaining Agreement, on amendments to the Professional Development Plan, based on collected data. This group will identify core literacy elements, determine support required, and develop and implement a central system of support for schools and make recommendations for a communication strategy that will ensure that all stakeholders are fully knowledgeable of the District's System of Professional Development/Support.

Executive Administrators Program

Ten principals have been identified by the Chief Academic and Accountability Auditor to provide leadership/mentorship in the development and support of other struggling and new principals. These Executive Administrators will participate in ongoing professional development sessions led by the Deputy Chief of Academic Affairs that will focus on developing coaching relationships to enable leaders to enhance student performance while providing opportunities for exemplary principals to share their knowledge and experiences with their colleagues.

Monthly Principal Conferences

The Chief Academic and Accountability Auditor has designed monthly principal meetings around using data to drive teacher instructional practice and student learning. The Office of Research, Evaluation, and Assessment will assist with the implementation of this strategy in collaboration with the District's Office of

Professional Development. These monthly conferences will also include DFT building chairpersons, and content area coaches.

New Principals Program

New Principals will participate in professional development devoted to increasing their knowledge of the “nuts and bolts” of the principalship, understanding the roles of manager and instructional leader, and understanding the District Literacy Framework, standards and standards implementation. This program is being designed and implemented by the Office of Professional Development in collaboration with other District Administrators.

Cohort Principal Professional Development

Selected principals have been divided into three cohorts for the purpose of targeted professional development. These principals will participate in professional development focusing on ELA and Mathematics Standards implementation, District and State Assessment Systems, exemplary classroom practice, and enhancing leadership skills.

High School Principals

High School Principals will participate in a series of professional development sessions that will help them transform their schools into effective learning communities through redefining leadership. Participants will conduct research, study other successful transformations and discuss their findings. Sessions will be divided between driving instruction for improved student achievement and the conversion and startup of the new small schools. Partner providers have been identified for the High Priority Schools to help them with this work.

Teacher Professional Development

English Language Arts/Literacy Coaches

H will hire, train and assign one literacy coach to each Priority School. Literacy Coaches will participate in monthly professional development where they study, in-depth, the five components of reading instruction identified by the National Reading Panel. This series of professional development sessions assists the Instructional Specialists and Coaches with methods for demonstrating and modeling effective, research based reading strategies as well as providing them with a wealth of resources and strategies.

Mathematics Coaches

The District will hire, train, and assign mathematics coaches to Priority Schools on an as-needed basis. Mathematics Coaches will participate in monthly sessions designed to assist them with the implementation of the Mathematics Standards and the integration of Common Core Standards.

Other Subject Area Instructional Specialists and Coaches

Middle School Subject Area Instructional Specialists will meet once a month to deepen their understanding of standards, their implementation, methods for demonstrating and modeling effective, research based strategies as well as providing them with a wealth of resources and strategies.

Early Childhood Professional Development

Training for Early Childhood teachers and SSA's will continue this year. The District has been working collaboratively with Wayne State University, High Scope, and DFT to support training of all staff around how to effectively support the development of the early learner.

First and Second Year Teachers

New Teachers

The District, based on teacher needs, will offer monthly professional development sessions for New Teachers. Additionally, the DFT will offer their Education, Research and Dissemination (E, R & D) series several times throughout the year. In addition to the professional development, new teachers will be assigned mentors.

Second Year Teachers

Second year teachers will be offered a special series that will continue to provide support based on a needs survey given the previous spring and other forms of teacher feedback.

Peer Assistance Review (PAR)

The District in collaboration with the Detroit Federation of Teachers (DFT) negotiated as a part of the Collective Bargaining Agreement, The Peer Assistance Review (PAR) program, which is designed to provide struggling and new teachers additional support through peer coaching. Currently, the District and the DFT are working to:

1. Finalize the PAR Framework
2. Finalize the training program for PAR Coaches
3. Hire PAR Coaches

Using Assessment to Plan Instruction

At the building level, teachers will attend sessions devoted to analyzing student data based on assessments and designing instruction to address the needs of students.

Professional Development Evaluation

While each individual professional development session may contain specific objectives and expectations, the universal goal of all professional development is to provide participants with the knowledge and skills necessary to improve student

achievement. Detroit Public School District is geared towards the one goal of improving student achievement. By keeping this at the forefront of all planning, we prevent any distraction by peripheral issues and ultimately maintain our focus.

Currently, the Office of Professional Development Services is researching ways to answer three central questions:

1. Did participants acquire the intended learning goals?
2. Did participants implement the knowledge/skills/strategies that they learned from the professional development experience in their classrooms?
3. Did their implementation of the learning goals make a difference in student achievement?

Once we are able to answer the three questions presented above, we will be in a better position to design and implement professional development that truly makes a difference in classrooms and with the students we serve.

6. Implement financial incentives or career growth or flexible work conditions.

Shared Decision Making

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for shared decision-making to provide schools the level of autonomy and operational flexibility they require to improve student achievement.

In order to advance instructional reform and operate in a shared decision-making model, a Joint Labor-Management Shared Decision-Making Committee was created to establish core elements and support implementation of the shared decision-making process. The committee is currently working to finalize the framework for the shared decision-making process which will define the guidelines required to make shared decision-making an operational process at the school and District levels. The framework will provide schools direction on elements of the agreement that will include the following information:

- Representation on the school's leadership team/organizational structure and leadership team size
- Term of membership
- Required elements of the school's shared decision-making plan
- Required shared decision-making training for the school's leadership team
- Educational matters subject to shared decision-making
- Process for opting into the shared decision-making (**Under the District's*
- Term of membership
- Required elements of the school's shared decision-making plan
- Required shared decision-making training for the school's leadership team
- Educational matters subject to shared decision-making
- Process for opting into the shared decision-making (**Under the District's Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.*)

School leadership teams must develop consensual decision-making, group problem-solving, and conflict resolution skills. In addition, they must cultivate a deep understanding of the core elements of whole school reform in order to effectively engage in the shared decision-making process. Clearly, successful realization of the shared decision-making process requires ongoing training and support for school leadership teams.

To aid in the implementation and assure the model is meeting the needs and direction of school reform, the District will begin “roll out” of the shared decision making process with a pilot group of schools. Included in the pilot group will be the Priority Schools/PLAs. Training of the pilot schools will begin the second semester (January 2011). It is expected that the pilot school leadership teams will be prepared to begin implementation of the shared decision-making components/process September 2011.

The effectiveness of this process will be evaluated yearly by a tool jointly developed by the union and LEA. This level of school autonomy will allow each building to have more flexible work conditions to meet the building’s individual need.

School Based-Performance Pay

Additionally, to further the connection between academic achievement and school performance, a school-based performance bonus will be offered to participating schools. Criterion and benchmarks for school-based performance pay will include measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, graduation rates, reduction in drop-out rates, attaining and/or maintaining Adequate yearly Progress and other provisions identified by the No Child Left Behind Act. The School Leadership Team and building administration will meet annually to develop the application for consideration complete with the rationale of interest, strategies to meet the criteria/benchmarks, data pertinent to the identified criteria for consideration, and clearly defined objectives for the school year. The bonus packages will be distributed to the schools either by (1) utilizing the District’s predetermined cash distribution matrix or (2) the School Leadership Team will determine an alternative.

Schools selected to participate in the school-based performance program will be subject to an annual review according to pre-determined criteria using supportive evidence and data for each school. A data-based rationale must be provided if a school is not renewed for participation in the following year.

Participation in the School Based Performance Bonus will require schools/school leadership teams receive training on the components and process for participation in the School Based Performance Bonus. The District will begin training during the second semester and implementation September 2011.

In addition, schools identified as Priority Schools (includes SIG) in the amended DFT Collective Bargaining Agreement are provided the additional flexibility they require in order to fully implement the components of either the Transformation or

Turnaround models.

Provisions under the Priority School Agreement (Flexible Work Conditions)

Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:

- Extended school day and year
- Participation in the Shared Decision-Making process
- Hiring based on selective application process
- Retention of staff based upon performance, not seniority
- Participation in mandatory prescriptive professional development

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

Detroit Public Schools has engaged Houghton Mifflin Harcourt (HMH) to implement its *Learning Village* system. *Learning Village* will provide teachers and administrators with universal access to the following information critical to the teaching and learning process: curriculum mapping and standards alignment; supplemental content to support the literacy and math models of DPS and differentiated instruction; assessment data reporting to inform instruction; benchmark assessment item banks; and online instructional content through Destination Math and Reading. *Learning Village* provides resources for data driven decision making through Data Director and the Assess2Know item banks.

The *Learning Village* model also includes technical and professional development including classroom coaching and modeling. The professional development plan aligns to goals and objectives of the District. *Learning Village* will enable teachers and administrators to collaboratively plan instruction. Multiple levels of collaboration range from a simple reviewer providing feedback on lessons, to a jury and peer review which allows for evaluation of curriculum against set standards with meaningful feedback sent to teachers. The professional learning communities created and supported by *Learning Village* allow staff to engage in forums to easily share learning experiences, best practices, lesson plans and have open discussions around educational issues within a virtual community. The collaboration will allow cross-district support from mentors, curriculum supervisors and other support personnel while eliminating the physical constraints of location.

Test items and other material have been aligned to Michigan's standards through thorough research and review of the standards and frameworks for content specifics, assessment expectations, and limitations. An HMH Test Development Specialist that has classroom experience in a particular subject and grade reviewed all related items. An item had to meet the Michigan Standards and specifications in content and rigor in order for it to be included in the Michigan item bank. If any part of an item did not meet the criteria within a standard, the item did not become part of the bank of items. This review included any part of the content, passage, stem, art, and/or answer choices. The items deemed aligned were then checked by

a Senior Alignment Specialist to further verify the accuracy of alignment.

Furthermore, HMH and DPS believe that strategic intervention is needed to impact literacy achievement across the district: Leveled Libraries, Gateways, Bridges to Literacy, and Write Source will be implemented to provide these interventions.

- Leveled Libraries – are available both online and in print build the world of literature for the students. Bringing books with lesson plans provides a robust literature supplemental full of rich content to impact the students literacy.
- Gateways - a comprehensive, research-based Reading/Language Arts Intensive intervention program for grades 4-12 with specialized instruction for English language learners.
- Bridges to Literature – provides the resources necessary to meet the needs of students who read more than two years below grade level. These students are not able to access on-grade level material, and thus cannot make significant progress because the traditional materials used do not match their instructional reading level. *Bridges to Literature* is designed specifically for these students. With a research-based instructional design and gradually increased selection difficulty, *Bridges* provides the students are not able to access on-grade level material, and thus cannot make significant progress because the traditional materials used do not match their instructional reading level. *Bridges to Literature* is designed specifically for these students. With a research-based instructional design and gradually increased selection difficulty, *Bridges* provides the scaffolding necessary to remediate and accelerate these students' reading proficiency as measured by state and local standardized tests, as well as by pre and posttests embedded within the *Bridges to Literature* program.
- Write Source Program – is intended to enhance writing and literacy skills. The Write Source program presents writing as a process; teaches the 6-traits of writing; provides students with frequent opportunities to write; fosters students' ability to assess and revise their own writing, builds grammar, punctuation, and usage skills; and develops students' overall literacy skills, including those of struggling learners and non-native English speakers. Since Write Source teaches writing as a process and breaks writing into the five recursive stages of writing – prewriting, drafting, revising, editing or proofreading, and publishing, students are able to understand and gain control over the complex task of writing. As a part of the comprehensive professional development plan, all instructional staff is currently participating in in-depth professional development and training to support their understanding of how to utilize the *Learning Village* and the resources embedded in this teaching and learning platform to improve student achievement. Professional development began with a small pilot group of schools during the winter of 2009. All District schools were introduced to the *Learning Village* platform during the spring of 2010 and will be provided more comprehensive ongoing district-wide and school-based support and professional development.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

Detroit Public Schools will employ the databases and web-based systems offered by the *Learning Village* Enterprise (LV) to promote the continuous use of student data to inform instruction and ensure individual student needs are met. The key benefits and supporting features of the software are:

Key Benefits Linked to District Goals	Supporting Features of LV to Achieve District Goals
Improve student achievement	Data-driven instructional decisions help teachers to improve student achievement. <ul style="list-style-type: none">• Use assessment results to inform instruction and search for and/or link to appropriate curriculum resources based on data analysis• Link to a best practice curriculum aligned to standards• Select instructional content to meet the needs of individuals or intervention groups based on assessment results• Ensure that diverse learning populations such as ELL or students with special needs are being met with resources that are aligned to best practices and standards
Effective use of district resources	Deploying a solution for curriculum mapping and instruction that can be extended to assessment management provides a low total cost of ownership to a district by effectively using existing curricular resources. <ul style="list-style-type: none">• Scalable architecture for applications• Single unified portal to manage standards-aligned resources

Equity of instruction	<p>By providing equal access to best instructional practices and professional development to all teachers, aligned to standards, the district can close the achievement gap and promote high-quality instruction.</p> <ul style="list-style-type: none"> • Standardize curriculum maps and scope and sequence documents and easily communicate these across the district • Ensure that all teachers have immediate, point-of use access to high quality instructional resources and professional development, aligned to standards • Support all teachers through access to lesson plans and instructional resources that have been vetted and approved as best practices
Increase Accountability	<p>By monitoring data tied to instruction accessed within <i>Learning Village</i>, administrators can verify and support teachers in the instruction of specific students in the classroom.</p> <ul style="list-style-type: none"> • Monitor instruction and intervention resources being used • Monitor standards being taught • Identify gaps in the curriculum and professional development in regards to addressing State standards and student needs
Efficiency in Work	<p>Easy access through a unified teaching/learning portal for teachers, students, and parents.</p> <ul style="list-style-type: none"> • Provide access to a district-wide curriculum maps and on-line instructional content aligned to standards using <i>Learning Village</i> • Support for a system-wide search (i.e., grade level expectations, learning objective)

Effective use of district resources	<p>Deploying a solution for curriculum mapping and instruction that can be extended to assessment management provides a low total cost of ownership to a district by effectively using existing curricular resources.</p> <ul style="list-style-type: none"> • Scalable architecture for applications • Single unified portal to manage standards-aligned resources
Equity of instruction	<p>By providing equal access to best instructional practices and professional development to all teachers, aligned to standards, the district can close the achievement gap and promote high-quality instruction.</p> <ul style="list-style-type: none"> • Standardize curriculum maps and scope and sequence documents and easily communicate these across the district • Ensure that all teachers have immediate, point-of use access to high quality instructional resources and professional development, aligned to standards • Support all teachers through access to lesson plans and instructional resources that have been juried and approved as best practices
Increase Accountability	<p>By monitoring data tied to instruction accessed within <i>Learning Village</i>, administrators can verify and support teachers in the instruction of specific students in the classroom.</p> <ul style="list-style-type: none"> • Monitor instruction and intervention resources being used • Monitor standards being taught • Identify gaps in the curriculum and professional development in regards to addressing State standards and student needs
Efficiency in Work	<p>Easy access through a unified teaching/learning portal for teachers, students, and parents.</p> <ul style="list-style-type: none"> • Provide access to a district-wide curriculum maps and on-line instructional content aligned to standards using <i>Learning Village</i> • Support for a system-wide search (i.e.,

	<p>grade level expectations, learning objectives)</p> <ul style="list-style-type: none"> • Provide easy access to assessment management system and other district applications for teachers
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9. Provide increased learning time

a. Extended learning time for all students in the core areas....

The District implemented a system-wide Extended Day program beginning in the 2009-2010 school year. This program will continue during the 2010-2011 school year. The program provides students in grades 1 – 8 additional support, intervention, and acceleration in the areas of reading and math. Each day the students experience extended instructional time.

To help make the extended day programming more effective, the District keeps the student-teacher ratio to 15:1.

Summer Academy

In addition to an extended school day, the District also implemented a Summer Academy for students pre-kindergarten – twelfth grade. The Summer Academy is designed as a seamless and structured approach to provide the necessary learning opportunities for all students.

The program is based on an analysis of both formative and summative student data. The District has created benchmark assessments to include embedded questions reflective of the state standards and national standards assessed on the MEAP and NAEP respectively.

The Summer Academy represents the bridge between the school years. The “bridge” is designed as a continuation of learning opportunities for students to achieve high standards with a rigorous curriculum. The academy provides additional time and intensive, quality instruction to prepare students for continued success. Instruction will include daily standards-based lessons using appropriate materials and resources for reading and mathematics. Students will be provided opportunities for an integrated technology, writing and literacy as well as mathematics through cultural arts classes.

120-Minute Literacy Block/ 90-Minute Math Block

The District instituted a mandatory 120-minute literacy block and a 90-minute math block for all students in grades Pk-8. Teachers will participate in professional development to understand the components of a Balanced Literacy and Math Programs and how to utilize the additional time effectively in order to support implementation of the program components.

b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education...

Students will be provided opportunities for an integrated technology, writing and literacy as well as mathematics through cultural arts classes.

c. Teachers to collaborate, plan and engage in professional development...

Teacher Professional Development

English Language Arts/Literacy Coaches

The District will hire, train and assign one literacy coach to each Priority School. Literacy Coaches will participate in monthly professional development where they study, in-depth, the 5 components of reading instruction identified by the National Reading Panel. This series of professional development sessions assists the Instructional Specialists and Coaches with methods for demonstrating and modeling effective, research based reading strategies as well as providing them with a wealth of resources and strategies.

Mathematics Coaches

Mathematics Coaches will participate in monthly sessions designed to assist them with the implementation of the Mathematics Standards and the integration of Common Core Standards.

Early Childhood Professional Development

Training for Early Childhood teachers and SSA's will continue this year. The District has been working collaboratively with Wayne State University, High Scope, and DFT to support training of all staff around how to effectively support the development of the early learner.

Peer Assistance Review (PAR)

The District has negotiated the Peer Assistance Review (PAR) program as a part of the DFT Collective Bargaining Agreement. PAR is designed to provide struggling and newly assigned teachers additional support through peer coaching. Currently, the District and the DFT are working to:

- 1) Finalize the PAR Framework
- 2) Finalize the training program for PAR Coaches
- 3) Hire PAR Coaches

10. Provide ongoing mechanisms for family and community engagement

As part of the vision for Detroit Public Schools, we strive for “everyone to know what the goal is”. This includes parents knowing how student achievement is being measured, and whether their children and their children’s schools are making gains.

To reach these goals, the District and Hutchinson has implemented the following activities:

- **Blackboard Connect-** Phone communication system which allows the District to send critical messages and important information across the District by phone
- **Home Visitation Program-** School attendance workers conduct regular home visits of identified truant and “at-risk” students to aid in assisting these students to get back on-track for regular academic success and graduation. In addition, the attendance workers make by referrals to other support agencies when a need is identified.
- **Learning Village-** Teachers and families will trained as to how to utilize the *Learning Village* to support parents in accessing critical student information and being able to monitor their child’s progress. In addition, the *Learning Village* provides parents access to aligned resources designed to assist them in helping their children at home.

In addition, the District is also working to:

- Create and administer a pre/post survey to identify barriers to family and community engagement. The increased input from families will ensure that all voices are heard. The data collected will be used to develop programming that address those concerns.
- Track, compile, and disseminate family/community engagement data in an annual accountability report.
- Develop a process to address issues that may hinder greater family/community engagement such as child care, transportation, cultural differences, language barriers, and work schedule needs. Addressing these barriers will allow more families to participate in school and district activities.
- Develop and implement on-going professional development for district staff so they can create an environment and school climate that encourages family participation, develops trust between schools and

family/community, and makes **all** families feel valued and welcome. There will be a common set of skills, beliefs, and values around family engagement.

- Train staff to effectively utilize volunteer resources, maximizing volunteers' interest and abilities.
- Develop, implement, and publicize a comprehensive process for family/community to engage in school/district decision-making activities, raise issues/concerns, and resolve conflict.

Hutchinson also recognizes that parent knowledge and engagement has a great impact on the student's academic achievement. We plan to offer the following parent workshops and informational meetings:

Technology workshop, study skills workshop, open house, LSCO meeting, Academic Expectation assemblies, Curriculum Implementation meeting.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

Shared Decision Making

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for shared decision-making to provide schools the level of autonomy and operational flexibility they require to improve student achievement.

In order to advance instructional reform and operate in a shared decision-making model, a Joint Labor-Management Shared Decision-Making Committee was created to establish core elements and support implementation of the shared decision-making process. The committee is currently working to finalize the framework for the shared decision-making process which will define the guidelines required to operationalize the shared decision-making process at the school level and District levels. The framework will provide schools direction on elements of the agreement that will include, however not limited to the following:

- Representation on the school's leadership team/organizational structure and leadership team size
- Term of membership
- Required elements of the school's shared decision-making plan
- Required shared decision-making training for the school's leadership team
- Educational matters subject to shared decision-making
- Process for opting into the shared decision-making (**Under the District's Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.*)

School leadership teams must develop consensual decision-making, group problem-solving, and conflict resolution skills. In addition, they must cultivate a deep understanding of the core elements of whole school reform in order to effectively engage in the shared decision-making process. Clearly, successful realization of the shared decision-making process requires ongoing training and support for school leadership teams.

To aid in the implementation and assure the model is meeting the needs and direction of school reform, the District will begin “roll out” of the shared decisionmaking process with a pilot group of schools. Included in the pilot group will be the Priority Schools. Training of the pilot schools will begin the second semester (January 2011). It is expected that the pilot school leadership teams will be prepared to begin implementation of the shared decision-making components/process September 2011.

In addition, schools identified as Priority Schools (includes PLAs) in the amended DFT Collective Bargaining Agreement are provided the additional flexibility they require in order to fully implement the components of either the Transformation or Turnaround models.

Provisions under the Priority School Agreement (Flexible Work Conditions)

Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:

- Extended school day and year
- Participation in the Shared Decision-Making process
- Hiring based on selective application process
- Retention of staff based upon performance, not seniority

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

In order to sustain the reforms after the funding period ends, the District will:

1. Build staff capacity to take on full ownership of school reform efforts and continue “the work” once partners are no longer engaged and the funding cycle ends.
2. Maintain the “Priority Schools” cluster. As schools make progress, transition schools to back to the regular cluster structure. Scaffold the level of support schools receive and monitor progress to ensure schools continue progress.
3. Maximize general and Title funding sources as well as support from the philanthropic and business communities and Universities and other grants.

The following items are permissible elements of the transformation model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide additional money to attract and retain staff.

A bonus of \$1,000.00 will be given to all staff members who are selected to work at Hutchinson (priority school) in September to attract and retain highly qualified and motivated staff. Other bonuses will be given in December and June of \$500.00 for each teacher to help retain staff and keep them motivated. If Hutchinson students reach or exceed pre stated goals for achievement for the year each staff member will receive a bonus of \$3,000.00 at the end of the school year.

To reward staff members who advance their students' academic achievements, we will offer a monetary incentive or gift, extra preparation periods and flexible schedules. High achieving teachers will be given the opportunity to teach after school/extended day programs, summer school/extended year programs and chair special programs.

2. Institute a system for measuring changes in instructional practices that result from professional development.

The Office of Professional Development Services is researching ways to answer three central questions:

1. Did participants acquire the intended learning goals?
2. Did participants implement the knowledge/skills/strategies that they learned from the professional development experience in their classrooms?
3. Did their implementation of the learning goals make a difference in student achievement?

Once we are able to answer the three questions presented above, we will be in a better position to design and implement professional development that truly makes a difference in classrooms and with the students we serve.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

This is ensured due to the priority school agreement.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

Curriculum review is embedded in our action plan with our partner Teachscape, and also in the district's priority school agreement with the union.

5. Implement a school wide Response to Intervention model.

With our partner Teachscape we are currently training and beginning to implement our continuous improvement cycle.

6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.

On going professional development has already begun and is scheduled to continue through -out the school year.

7. Use and integrate technology-based interventions.

We currently have a computer lab that students utilize. We are expecting netbooks and have begun updating other technology in the classroom. Hutchinson is in the process of procuring accelerated reading and math programs. The district also has attained Discovery Education. We have also attained a technology coach.

8. Establish early warning systems to identify students who may be at risk of failure.

Teachers will keep an open line of communication with parents. They will send home progress reports as often as needed. Grades are to be up to date on a weekly basis and available for parents and administration to view. A formal process of intervention for at risk students is in place at Hutchinson. These students are referred to the Resource Coordinating Team (RCT). The RCT brings together parents, counselors, social workers, administration, speech therapists, teachers and special education teachers to review the needs of certain students.

9. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

Hutchinson received a grant for fresh fruits and vegetables so that students receive healthy snacks twice a week. Earnst and Young partners with Hutchinson to supply our students with school supplies and book bags. Each year junior achievement comes to Hutchinson and spends the day working with our students. McDonalds partners with Hutchinson by sending Ronald McDonald to perform assemblies on safety, friendship and bullying. The Detroit Police Department (The Blue Pigs) presents assemblies on drugs, staying safe, and staying in school.

10. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

Hutchinson has an extended school day. Currently Detroit Public Schools is in session 174 days the current state mandate is 165 so we are above the mandated amount of instructional days required. Detroit Public Schools also provides 7 hours and 10 minutes of instructional time each day which compares favorably with state daily instructional

time which totals 7 hours and 5 minutes. For the 2011-2012 school year the state mandate is going to be 170 days of instruction and 6 hours and 45 minutes of instructional time daily.

11. Implementing approaches to improve school climate and discipline

Based upon these high expectations and enhanced capacity, Hutchinson will build on existing effective structures and processes to support systemic change ensuring effective instruction, promoting parent engagement, addressing the social/emotional needs of children, and providing job-embedded and data-informed professional learning. Structures are already in place, or in the planning process, to enable the school to support the systemic changes required.

A code of conduct/school handbook will be created and assemblies will be held during the first week of school, and as often as needed through- out the school year to continue to reinforce positive behavior. Hutchinson is creating a in school suspension room to eliminate lost instructional time. This room will be staffed by a social worker and an instructional staff member.

12. Expanding the school program to offer full-day kindergarten or pre-kindergarten. Hutchinson already offers full- day Kindergarten and pre-kindergarten.

13. Allow the school to be run under a new governance arrangement.
See priority school agreement.

14. Implement a per pupil school based budget formula weighted based on student needs.

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

See attachment 4- Budget- page 68

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	transformation
Number of minutes in the school year	74,820
Student Data	
Dropout rate	NA
Student attendance rate	88.7%
For High Schools: Number and percentage of students completing advanced coursework for each category below	NA
Advanced Placement	NA
International Baccalaureate	NA
Early college/college credit	NA
Dual enrollment	NA
Number and percentage enrolled in college from most recent graduating class	NA

Student Connection/School Climate	
Number of disciplinary incidents	56
Number of students involved in disciplinary incidents	38
Number of truant students	0
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	100% highly qualified
Teacher Attendance Rate	96%

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment 1- Roles and Responsibilities of Literacy, Math, and Technology Coaches

- Believe that all students can learn and deserve access to quality instruction.
- Attend Professional Development for Coaches.
- Attend Professional Development for Teachers.
- Provide formal and informal Professional Development for Teachers.
- Understand and support implementation of standards in all classrooms.
- Understand and support implementation of instructional programs.
- Provide demonstration lessons in classrooms for teachers, both one-on-one and in collaborative groups.
- Implement research-based strategies during demonstration lessons and during co-planning/co-teaching.
- Develop additional site opportunities for teacher collaboration.
- Analyze classroom, grade-level, and site data to facilitate data-driven decision making and the ability to monitor and adjust instruction.
- Facilitate grade-level and content area meetings focused on data, standards, and research-based strategies.
- Respect the Principal and keep lines of communication open.
- Respect teachers and keep lines of communication open.
- Understand and support district and school-wide initiatives.

Attachment 2- Roles and Responsibilities of Partner Providers

- Conduct comprehensive school assessments and provide analysis of the data to inform redesign action steps. Assessment services provided integrate Detroit Public Schools assessment data into school profiles and action plans.
- Work with the school teams to develop and implement a strategic redesign plan to guide and inform dramatic improvement in student achievement that ensure equity, accountability and sustainability. The primary focus of the design plan should be “teaching and learning”.
- Provide “on the ground support” during the course of the instructional day to ensure immediate and accurate feedback.
- Assist the school team review bodies of the work being accomplished each day, to determine what worked and what changes they need to put in place to be more effective in addressing the needs of teachers and students.
- Be available for common planning periods with teacher for discussions about the work and the planning for moving forward.

Attachment 3- Professional Development Schedule

Instructional Leadership Team training and professional development
October 2010- ongoing

Smart board training
December 2010 and Spring 2011

Effective Classroom Management Techniques
March 2011

Interpreting and Making Effective Use of Data
May 2011

High Yields Strategy Institute
August 2011

Marzano's Classroom Instruction that Works
Spring 2011

Attachment 4- Budget 2011-2012

SCHOOL IMPROVEMENT GRANT DESCRIPTION FORM				
Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.				
FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Supplies to effectively run Accelerated Math and Reading Program are needed: Toner for classroom printers, ink for classroom printers.	\$45,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	supplies	\$155,000.00
120	Instruction – Added Needs	SALARIES	Continue partnership with outside provider Teachscape	\$300,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES	Extension of current SSA and /or noon hour aids (4) to support classroom teachers with workshops and intervention strategies. (additional 3 hours per day extension.)	\$35,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Field Tri p admission and bus services for educational enhancement	\$50,000.00
211	Truancy/Absenteeism	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		

		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff	SALARIES		

	Services			
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Professional development workshops to provide staff training on Differentiated Instruction, RTI (Response to Intervention), and Instructional Leadership Training. Stipends for teachers, administrators, clerical, custodial, SSA's and engineers to participate in workshops.	\$100,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Food for staff Professional	\$20,000.00

			Development Days	
225	Instruction Related Technology	SALARIES	Instructional Leadership Conferences, Administrative Conferences to build capacity among staff while introducing new and innovative strategies: including airfare, hotel accommodations, registration, fees and per diem.....	\$200,000.00
		BENEFITS		
		PURCHASED SERVICES	Training to use technology as an instructional tool. Professional Development for all teachers with new technology equipment 2-3 day training.	\$30,000.00
		SUPPLIES & MATERIALS	Purchase desktop computers or laptops for the creation of an elementary computer lab. Purchase Smart Boards and Smart Tables including equipment install for classroom	\$300,000.00

			Smart Boards and IPADS for Instructional Leadership Team and Administration.	
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Food for staff Professional Development Days. Purchase literacy library with content related books for all reading levels electronic reading materials and listening libraries.	\$35,000.00
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL		

		OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED		

		SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development	SALARIES		
	and Evaluation	BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER		

		EXPENDITURES		
283	Staff/Personnel Services	SALARIES	Additional staff to support educational needs as described in SIG.	\$650,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
300	Community Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	After school/custodial and engineer costs for tutorial and PD workshops.	\$70,000.00
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER		

		EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	stipends for presenters for parent workshops. Postage for mailing notices to parents about workshops. Supplies and food for workshops.	\$10,000.00
			TOTAL	\$2,000,000.00

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Hutchinson Elementary School

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Supplies to effectively run Accelerated Math and Reading Program are needed: Toner for classroom printers, ink for classroom printers.					\$45,000			\$45,000
125 - Added Needs – Compensatory Education	Cost to support 4 SSA's to support classroom teachers with student instruction.	4	\$68,000	\$19,250					\$87,250
125 - Added Needs – Compensatory Education	Workshop Stipend cost for 4 SSA's to support professional development initiatives at \$7.40 per hour x 15 days @ 5 hours per session	300h	\$2,220	\$628					\$2,848
125 - Added Needs – Compensatory Education	Supplemental classroom supplies and material to aid in the enhancement of classroom instruction. Supplies and material may include supplemental workshops that are focused on the core academic areas, electronic reading material, listening libraries, supplemental grade level content area books, calculators, dictionaries, instructional software packages. 300 students x \$400					\$120,000			\$120,000
	Sub-Total	4/300h	\$70,220	\$19,878		\$165,000			\$255,098

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	Cost for Attendance Agent. Position will focus on improving/increasing student attendance and provide ongoing support to teaching and administrative staff in education parents and students on the importance of school attendance	1	\$45,000	\$12,739					\$57,739
	Sub-Total	1	\$45,000	\$12,739					\$57,739

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
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ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Hutchinson Elementary School

212 - Support Services – Pupil – Guidance Services	Cost for Counselor to support the social and mental needs of at-risk students that ultimately enhances the educational environment of affected students	1	\$74,300	\$21,034					\$95,334
	Sub-Total	1	\$74,300	\$21,034					\$95,334

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Consultant costs for TeachScape an external partner provider that provides support to school wide comprehensive reform				\$300,000				\$300,000
221 - Improvement of Instruction	Professional development workshops to provide staff training on Differentiated Instruction, RTI (Response to Intervention and additional workshops that focus on the core academic area's of learning and provide Instructional Leadership Training. Stipends for teachers 25 teachers x 15 workshops x 5 hours x 23.82 per hour	1875h	\$4,466	\$12,644					\$17,110
221 - Improvement of Instruction	Refreshments for staff development training. 15 days x 30 staff @ \$10 each					\$4,500			\$4,500
221 - Improvement of Instruction	Workshop supplies and material for teachers participating in professional development activities, i.e., pen, paper, note pads and/or supplemental books that focus on the core academic areas and technology. 25 teachers x \$300 each					\$7,500			\$7,500
221 - Improvement of Instruction	Instructional Leadership Conferences and administrative conferences to build capacity among staff while introducing new and innovative strategies: including airfare, hotel accommodations, registration, fees and per diem 3 staff x 8 conferences @ \$1500 each				\$36,000				\$36,000
221 - Improvement of Instruction	Teacher stipends for professional development training. Training to use technology as an instructional tool. 25 teachers x 3 days x 5 hours x 23.82 per day	375h	\$8,932	\$2,529					\$11,461

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Hutchinson Elementary School

221 - Improvement of Instruction	Consultant costs for professional development trainings that are focused on incorporating technology into the coare academic classrooms instruction. 1 consultant x 3 workshops @ 1000 per workshop				\$3,000				\$3,000
221 - Improvement of Instruction	Cost for (3) Instructional Specialist to assist in teacher professional development. Specialist will focus on Math, ELA and Data. 3 @ \$74,300 each	3	\$222,900	\$63,102					\$286,002
	Sub-Total	3/2250h	\$236,298	\$78,275	\$339,000	\$12,000			\$665,573

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer--Assisted Instruction	Technology equipment to support classroom instruction. Purchase desktop computers or laptops for the creation of an elementary computer lab (30 computers @ approx \$1100 each). Purchase Smart Boards (20 @\$1529) and Smart Tables (20 @ \$1400) including equipment install for classroom Smrt Boards. including installation charges					\$100,000			\$100,000
	Sub-Total					\$100,000			\$100,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
226 - Instructional Staff Supervision and Direction	Assistant Principal (Academic Engagement Specialist) advisory coordinator that will work in concert with the staff, support staff, parents, and the community to coordinate, direct, and develop auxiliary programs of the school. He/she will also assist in professional development initiatives and participate as an essential member on the school improvement team and leadership team.	1	\$85,000	\$24,063					\$109,063
	Sub-Total	1	\$85,000	\$24,063					\$109,063

240 - Support Services – School Administration

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Hutchinson Elementary School

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
241 - Office of the Principal	Cost of TECHNOLOGY for Administrative use - 10 IPADS to electronically record Walk-through data and drop into a data base to monitor the effectiveness of embedded PD on instruction in the classroom @ \$1,000 each.					\$10,000			\$10,000
	Sub-Total					\$10,000			\$10,000

260 - Operation and Maintenance of Plant

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
261 - Operating Buildings Services	Custodian and Engineer costs to support Community Use charges: 1 custodian x 19.18 x 15 days x 5 days/ 1 Engineer x 44.50 per hour x 5 hours	30h	\$4,775	\$1,352					\$6,127
	Sub-Total	30h	\$4,775	\$1,352					\$6,127

270 - Pupil Transportation Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
271 - Pupil Transportation Services	Cost for Field trip admissions and bus transportation. Field trips will serve as educational culminating activities that will assist in enhancing classroom instruction.					\$50,000			\$50,000
	Sub-Total					\$50,000			\$50,000

280 - Central Support Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
283 - Staff/Personnel Services	Workshop stipend cost for 1 clerical to support professional development at \$22.80 per hour x 15 days @ 5 hours per session	75h	\$1,710	\$484					\$2,194

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Hutchinson Elementary School

283 - Staff/Personnel Services	Workshop stipend costs for Principal to attend and assist in professional development activities for classroom teachers. 1 Principal x 15 days x 5 hours per day @ 32.50 per hour	75h	\$2,437	\$690					\$3,127
	Sub-Total	150h	\$4,147	\$1,174					\$5,321

330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Consultant cost for parent workshops. Workshops will focus on involving parents in academic success of students. Topics may include; Homework strategies, Parents, Communities and School Working Together, How to assist with Math, Science and Reading at Home, etc. 26 meetings @ \$500 each				\$13,000				\$13,000
331 - Community Activities	Refreshment costs for parent/community workshops 26 sessions x 30 parents @ 10 each					\$7,800			\$7,800
331 - Community Activities	Parent workshop supplies and material to support professional development activities. Supplies include; paper, pen, folders, dvd's, educational literature, etc.					\$7,000			\$7,000
	Sub-Total				\$13,000	\$14,800			\$27,800

Sub Total	10/2730h	\$519,740	\$158,515	\$352,000	\$351,800				\$1,382,055
Indirect Cost (Max Allowed: 4.45%)									\$0
Grand Total									\$1,382,055
Allocation									\$0

Attachment 5- SIG Coordinating Meeting Notes

Hutchinson – School Visit
February 15, 2011

Present: SIP Team members (4); Stanley Johnson, Maryann Danville;
Teachscape Members: Donna-Parker Tate; Shauntelle Phelain; Dorothy Hutcheson

Yulonda Walker requested school improvement team meet with Teachscape Leadership Coach to brainstorm professional development activities. Improvement team was working on updating SIG at district office. Teachscape members Donna Parker-Tate and Shauntelle Phelain joined DH at 1 pm.

Improvement Team members wrote the school grants. They were unaware of what the ILT did in reference to the grant.

Action: Include the four SIP members into the ILT for the benefit of bringing knowledge of the various grants and lending additional support to instructional planning. The SIP team will continue to assume responsibilities for their selected duties – planning for the total school operations /grant writing. The ILT team will continue their selected focus on all instructional matters of the school. Adding of the 4 members to the ILT is for informational purposes.

Action: CWT1 and CWT2 training for the four new members (school improvement members) of the ILT March 15 (all day)

Reviewed the SIP – Discussed eight areas that require Professional Development as addressed in SIG:

1. Technology
2. Language arts reinforcement
3. Social studies instructional techniques
4. Differentiated instruction
5. Data interpretation
6. Effective Classroom management techniques
7. Communication and instructional delivery
8. Communication with parents

Team shared the greatest concern at this point was the need for professional development in effective classroom management techniques. Concerned with new students entering Hutchinson that are changing the culture in a negative manner. Concerned teachers need techniques in managing the classrooms. Behavior is affecting delivery of instruction. Yulonda Walker shared if this was a school concern to seek assistance in the manner of PD activities.

Action: Discussed school wide positive incentive programs – team noted to contact RESA for possible training – objective to train staff in a school wide positive incentive program.

May 11 – Teachscape Service Provider - ILT training -- **Interpreting and Making Effective Use of Data (grounded in Literacy)**

May 12 – Teachscape Service Provider - ILT members at-elbow assist in preparing data PD activity for grade level teams 5/20

May 20 – Teachscape Service Provider available to support ILT members during grade level Data PD Friday afternoon.

Recommendations from Leadership Coach:

- Place on school calendar bi-monthly ILT meetings (1st and 3rd Wednesday – 3:30-5 pm); prepare agenda and select recorder for minutes.
- ILT members – select focus for walks for the next two weeks, teachers set a goal minimum of 3 walks per week; principal, data coordinator, content specialists walk daily
- Upload CWT data if not using handheld devices or notebooks
- Schedule to review CWT March 23 – ILT meeting.
- Teachscape Leadership Coach will work with SIP team in developing a 3-day summer institute for teachers in High Yield Strategies – schedule for late August (affording teachers time for PD activities and addressing proposed PD in SIG grant.) – Establish date – notify Teachscape Leadership Coach by March 9.
- Teachscape - Train ILT members in March – Classroom Management Techniques – following with at-elbow assistance in becoming school experts on techniques presented. Co-walks with ILT members. Reviewing CWT data in six weeks. Assisting with developing a plan of action from CWT results.
- Teachscape - Train ILT members in April - Data Interpretation, Teachscape provider assist ILT members (at elbow) in preparing data presentation to grade level teams on Friday evening team meetings.

Teachscape Leadership Coach presented the model for Teachscape Professional Development activities: train ILT members, provide at-elbow; present PD to whole staff; provide at-elbow assistance to staff.

Maryann Danville joined meeting and expressed her concerns in releasing teachers to attend ILT meeting during the day and finding time for teachers to participate in PD activities. Teachscape Leadership Coach shared that the PD trainings and ILT meetings scheduled were planned during regular staff development Wednesdays. Additional PD activities were being planned as a Teacher Summer Institute.

Actions:

- Established scheduled ILT meetings the 2nd and 4th Wednesdays of each month - 3:30-5:00 pm. Professional development for ILT once a month – first Wednesday. 3rd Wednesdays – whole staff training.
- Selected PD for March and May (schedule below)
- ILT and Teachscape Leadership Coach review CWT data after six-weeks; make plans in reference to data. Select focus area for next six-week period.
- Plan summer institute – 3 days, late August after all teachers hired and after extended school. Focus: High Yield Strategies; Move next year to 2 summer institute sessions (July and August).

**March / April / May Professional Development Schedule: Hutchinson
Draft**

March 9 – Teachscape Service Provider - ILT training -- **Effective Classroom Management Techniques** 3:30-5 pm (CWT data collected and analyzed)
March 10 – ILT at-elbow 9-3:00 pm

March 15 – Teachscape Service Provider - CWT1 and CWT2 Training – 4 new members of ILT – 9-12 pm; 1-3 pm

March 16 – 9-12 pm Teachscape Service Provider - **Effective Classroom Management Techniques** 9-12 pm

March 23 – ILT Mtg. 3:30-5:00 pm

April 13 – ILT Mtg. 3:30-5:00 pm

April 20 – Teachscape Service Provider and Teachscape Leader - ILT Mtg. 3:30 – 5:00 pm -- Review CWT data / develop action plan for addressing CWT data / set new CWT focus

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Hutchinson School is TURNAROUND;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title _____

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title _____

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title _____